REPORT

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1889-90.

BENGAL SECRETARIAT LIBRARY

BY

COLONEL W. R. M. HOLROYD,
Director of Public Instruction, Punjab.

Published by Authority.

Lahore:
THE "CIVIL AND MILITARY GAZETTE" PRESS,
Contractors to the Punjab Government.
1896.

Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab, in the Home (General) Department, No. 1085, dated 20th October 1890.

READ—

The Report of the Director of Public Instruction for the year 1889-90, forwarded under cover of his letter No. 1513 of 16th September 1890.

REMARKS.—This Report was due to the Punjab Government upon the 1st of August and was received on the 18th of September, very nearly 50 days late. In a separate communication Colonel Holroyd has explained that the delay was due partly to the state of his own health, partly to the dilatory proceedings of the firm which has the contract for printing these Reports, and partly to a number of general reasons which, in his opinion, will render it necessary to postpone to the 1st of September the date on which the Report is expected from the Director. The Lieutenant-Governor will agree to this postponement should further experience prove that it is necessary; but he thinks that an earnest effort should first be made to adhere to the date at present fixed. Something might also be done to abridge the length of the Report itself, which at present appears to be excessive. The Report for 1889-90, with its appended matter, occupies 297 quarto pages of print, or more than a page for every working day; but as it is the last which Colonel Holroyd will submit, and as it contains a large amount of information and explanations which will be useful, the Lieutenant-Governor does not on this occasion regret the length of the Report.

2. *General Results.*—During the year there has been a decrease of 113 in the number of public educational institutions, which now stands at 2,271. The falling-off is confined to primary schools for boys and girls, and is mainly nominal, being caused by the transfer of certain institutions from the public to the private category. In other directions there has been some slight increase. The indigenous and private institutions have diminished by more than 3,000. But here the change is nominal and due to the exclusion of schools which have less than six scholars. The number of scholars exhibits a corresponding falling off under both heads. It stands now at about 141,000 for public and 116,000 for private institutions. Expenditure has similarly contracted to the extent of about one-and-a-half lakhs, and now stands at Rs. 24,32,855. Colonel Holroyd has, however, under the orders of Government, compared the results of the year 1889-90 with those of 1884-85. So dealt with, this period of five years exhibits an increase of about 200 public institutions and 8,000 public scholars. The results for private institutions are not comparable owing to the difference in classification already noticed. Expenditure has in the same way increased by rather less than four-and-a-half lakhs in five years. Speaking generally, education cost rather more than Rs. 10½ per scholar in 1884-85; it now costs more than Rs. 11½. The increase is more than 13 per cent. On the other hand, the income from tuition fees shows a most gratifying increase. It was about Rs. 1,87,000 in 1884-85. Now it amounts to Rs. 3,47,618. This advance is good proof of the interest in education now felt by large sections of the population, who, though they at present look mainly to material advantage, will in time no doubt also learn to appreciate the ethical and intellectual benefits of a cultured intelligence. On the whole, the general results of educational work during the five years is satisfactory.

3. *University Education.*—The University has agreed to revise the standards for its more important examinations, and by so doing has made the various tests decidedly more lenient. The number of subjects has been generally curtailed. In several cases the number of marks required for a pass has been reduced both in regard to separate subjects and to the general aggregate of the examination. The percentages of the possible marks which are required for success at Lahore still, however, remain higher than the corresponding percentages at Calcutta, and it is not desirable that any further reductions should be attempted. Meanwhile the results of

the University examinations during the year were satisfactory. In the Intermediate test there were only 42 failures among 167 candidates. The papers however were, in the opinion of the Principal of the Government College, unusually easy. In the B. A. examination there were 72 candidates, of whom nearly one-half were successful. For the M. A. degree only nine candidates presented themselves and all but one failed. The number of Arts Colleges in the Punjab has now increased to six, and the best results may be anticipated from their honorable emulation. The following table compiled from Colonel Holroyd's materials exhibits some comparative results :—

Institution.	Number of Students.	Intermediate Examination.		B. A. Examination.		Current annual expenditure per student, scholarships included.
						Rs.
Government College	115	C	31		37	518
		P	25		20	
St. Stephen's	41	C	15		11	465
		P	11		7	
Mission College, Lahore	136	C	62		10	193
		P	48		4	
Anglo-Vedic	38	C	15		...	194
		P	11			
Municipal College, Amritsar	17	C	9		...	309
		P	5			
Do. Siálkot	11	No examination yet.				650

C — Candidates. P — Passes.

Some of these educational results are very suggestive, but the most prominent differences appear in the column of expenditure. But the most noticeable point is the low cost per student in the Mission College, Lahore, as compared with St. Stephen's and the Government College. This is perhaps partly due to the large number of students enrolled, and partly to the small number sent up for the degree examination. But the general result certainly suggests the possibility of economies in the cost of the higher education. The falling-off in the number of students at the Government College continues. It amounts to more than 38 per cent. since 1884-85, and to about 16 per cent. since last year. In all the lower examinations local convenience with equal teaching and lower fees combine to attract students elsewhere. In the higher examinations, however, the College seems to maintain its ground well. The Oriental College did good work during the year at a reduced expenditure. The only successful M. A. in the Province was a former student of Government College, who, after taking his B. A. degree, joined the Oriental College to read Sanskrit. The Medical College and School are in a flourishing condition, and the Inspector-General of Civil Hospitals points out that an increase in the staff will probably be requisite, and that a reduction in the expenditure on scholarships and stipends is possible and advisable. These two subjects should be treated together. The increase in the number of female students is very satisfactory both in the College and the School. There is still ample room for further increase, and the boarding-house for female medical students which will be ready at the end of the year will supply a want which has long been severely felt.

4. *School Education. Secondary Schools.*—Since last year there has been some increase in the number of Anglo-vernacular secondary schools, while the number of vernacular schools has slightly diminished. The desire for English education is very strong, and the Director appears to think that it requires rather check than stimulus. It is a noticeable fact that unaided secondary schools have increased more than sixfold since 1884-85, and that the increase is entirely in the Anglo-vernacular Department. The fees in this department have also increased by more than 150 per cent. in five years, and now amount to 38 per cent. of the total expenditure. There is a similar increase, though not quite to the same extent, in the fees of the vernacular schools. All the secondary schools in the Province have now been localised, with the solitary exception of the Central Model School attached to the Training College. The percentage of successful students of secondary schools in the Entrance examination has risen to 49·3. Out of more than 700 candidates all but 19 were in the Anglo-vernacular section. In the Middle School examination, however, the purely vernacular students were a very considerable proportion of the whole, and the percentage of passes was practically identical in both sections. With reference to a part of the Province which has hitherto been backward in education, it is gratifying to observe the progress made in the Deraját Circle. In 1884-85 it sent up 3 candidates for the Entrance examination who all failed. In the present year 14 candidates have been successful out of 24,—a result which is superior to the general provincial average. Similarly, in the Middle School examination, Dera Gházi Khan and Dera Ismail Khan were very successful. A Muhammadan boy from the latter town passed first in the whole Province. In the matter of boarding-houses for secondary schools good progress has been made, more particularly in some districts. But much still remains to be done before the system will be on a thoroughly satisfactory footing.

5. *Primary Schools.*—Since 1884-85 Primary Schools have increased by about 12 per cent., while the increase in scholars is only 7 per cent. This result is partly due to the enhancement of fees which has to some extent diminished the number of non-agriculturists who attend in Primary Schools. The check, however, will probably be temporary; and the fee income has developed from Rs. 29,000 to Rs. 43,000 in the quinquennium. The number of indigenous schools examined for grants-in-aid now amounts to 322, and will probably increase. The results of the examinations were satisfactory both in the Upper and Lower Primary sections. In each section three candidates out of four passed, although the successes were not quite so high in proportion as they were in 1884-85. The Zamíndári schools appear to be appreciated in some districts, while in others the people prefer establishments of the ordinary type. The experiment of Zamíndári classes attached to Primary Schools is recommended by the Director and seems to be worth a trial.

6. The Central Training College appears to be increasing in numbers and popularity, and has now been provided with an excellent boarding-house. The examination results were fairly good in the Junior Anglo-vernacular and in the Senior Vernacular Certificate examinations. In the more important Senior Anglo-vernacular Certificate test, however, the success was not conspicuous. The Director has instituted an informal entrance examination with a view to improve the general level of ability in the College, and this is no doubt a desirable alteration. To remove Mathematics from the necessary subjects is a more dubious change. The Lieutenant-Governor regrets to observe that it was necessary to expel three of the students in December last. The Medical School has been already noticed, and the Veterinary School is separately dealt with and need only be mentioned here. The Mayo School of Art did good work during the year. The Industrial Schools of the Province are not yet fully developed. The best of them is the Railway Technical School at Lahore, which furnishes an excellent training for boys intended to pass into the Railway Workshops. A new site has been secured for this institution, and plans and estimates for a new building have been called for. When this is complete there will be accommodation for 500 or 600 students. The Industrial School at Amritsar also appears to be progressing.

7. As regards female education there is unhappily not much to report Progress has been and is being made, but it is slow and to some extent intermittent. The great obstacles are the apathy of parents and the young age at which girls are permanently withdrawn from school life. There are at present two High Schools for girls, and seven Middle Schools, and the fact that seven girls passed the Entrance Examination during the past year and eleven passed the Middle School Examination, as compared with two who passed the latter examination in 1884-85, is indicative of an advance which is satisfactory in its way if it is not very great. Both the High Schools are Mission institutions, as are also three out of the seven Middle Schools. There are nearly 300 Primary Schools. The total number of pupils is a little more than 9,000. Their conduct and attention are in general excellent, and their abilities, if they had fair play, would probably prove to be considerable. The immediate prospects of female education are not brilliant; but there can be no doubt that with time and patience the prejudice and apathy which now surround the subject will be dispelled. Female education will then take its proper place, and those who so earnestly and so laudably strive after moral teaching will discern that one of the very best means of teaching several branches of morality is to provide educated wives for educated men.

8. There is not much to be said as to the education of special classes. Good work has been done during the year in the Lawrence Asylums at Murree and Sanáwar, and Bishop Cotton's School was very successful in the University Entrance Examination. The Final Standard Examination appears to be generally unpopular. The Muhammadan community are beginning to make up for their previous neglect of the educational facilities offered to them; but they are still backward as compared with the Hindús. The Aitchison College for boys of good family worked well during the year and achieved very satisfactory results at the various examinations.

9. This is the last Report which will be submitted by Colonel Holroyd, who will shortly retire after having held charge of the educational arrangements of the Province for more than 20 years. This unusual length of tenure of the chief office in the Department has given Colonel Holroyd opportunities of a special kind not only to form plans and enunciate ideas, but also to establish them upon a sound basis and to watch over their development. He found the educational system vigorous indeed but limited and immature. He leaves it when it is just entering upon the first enjoyment of the full grown energies of manhood. Sir James Lyall desires to take this opportunity to place on record his sense of the patient care, knowledge and attention which Colonel Holroyd has always devoted to the performance of his duties, and of the unswerving loyalty with which he has striven to the utmost of his power to give effect to the educational policy approved by Government during many years of rapid growth and transition.

ORDER.—Ordered that the above remarks be printed as usual and circulated with all copies of the Report; also that they be published in the *Government Gazette*; also that they be forwarded with the usual number of copies of the Report to the Government of India in the Home Department.

By order of the Hon'ble the Lieutenant-Governor,

R. G. THOMSON,

Offg. Revenue Secretary to Government, Punjab

Punjab Government Press, Lahore—24-10-90—330.

CONTENTS.

		Page.
CHAPTER I.—INTRODUCTION—GENERAL SUMMARY AND STATISTICS		3
	A.—Introduction and General Summary 3	
	B.—Education Commission's Recommendations ... 30	
„ *II.*—CONTROLLING AGENCIES		38
„ *III.*—UNIVERSITY EDUCATION		46
„ *IV.*—SCHOOL EDUCATION—GENERAL (NATIVE BOYS)		61
	A.—Secondary Schools 61	
	B.—Primary Schools 69	
	C.—General Questions 75	
„ *V.*—SCHOOL EDUCATION—SPECIAL		84
	A.—Training Institutions for Masters 84	
	B.—Training Institutions for Mistresses 90	
	C.—Institutions for Technical Training 90	
„ *VI.*—FEMALE EDUCATION (NATIVES)		98
„ *VII.*—EDUCATION OF SPECIAL CLASSES		113
	A.—Europeans and Eurasians 113	
	B.—Muhammadans 122	
	C.—Native Chiefs 126	
	D.—Low Castes 128	
„ *VIII.*—PRIVATE SCHOOLS		130
„ *IX.*—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS		138
APPENDICES.—A to N		i—lxxxvii
STATISTICAL TABLES.—GENERAL TABLES Nos. I to VII		i—xxix

CHAPTER I—INTRODUCTION—GENERAL SUMMARY AND STATISTICS.

Section A.—Introduction and General Summary—

Para.		Page
1	The Report ...	3
2	Statistics ...	„
3	Institutions under the influence of the Department ...	„
4	Private schools and scholars ...	„
5	Scholars in public schools ...	„
6	Expenditure ...	4
7	Fluctuations in expenditure ...	„
8	Fluctuations in the expenditure on institutions for special instruction explained ...	„
9	Expenditure on public institutions ...	„
10	Expenditure on boys' schools for general education ...	„
11	Expenditure on female Secondary schools ...	5
12	Expenditure on female schools of all sorts ...	„
13	Expenditure on scholarships ...	„
14	Expenditure on account of other charges ...	„
15	Expenditure on buildings ...	6
16	Expenditure on furniture and apparatus ...	„
17	Expenditure on the University ...	„
18	Expenditure on Direction ...	„
19	Expenditure on Inspection...	„
20	Expenditure on account of miscellaneous charges ...	„
21	Expenditure from Imperial revenues ...	„
22	Expenditure from Provincial revenues ...	„
23	Expenditure from District funds ...	7
24	Expenditure from Municipal funds ...	„
25	Fees ...	„
26	Expenditure from "other sources" ...	8
27	Important items of expenditure ...	„
28	Results of examinations ...	„

Para.		Page.
29	Improvement in results since 1884-85,—Boys	9
30	Improvement in results since 1884-85,—Girls	"
31	Private candidates successful in the various examinations	"
32	Educational movements conducted by native societies or private individuals	10
33	General progress	"
34	District accounts	11
35	Order of merit of districts in respect of boys at school	"
36	Generalization of the order of merit	12
37	The Simla District	"
38	Other Districts as regards boys at school	"
39	As regards boys in Secondary stage	"
40	Combined order of merit	13
41	Obligations of District Boards as regards educational expenditure from District funds	"
42	How far obligations as to the minimum expenditure have been fulfilled...	16
43	How far obligations as regards Primary education have been fulfilled...	"
44	How far funds placed at the disposal of District Boards have been expended	"
45	Order of merit of Districts as regards expenditure from District funds	"
46	Detailed report as regards expenditure from District funds	18
47	Obligations of Municipal Committees with regard to expenditure on education	"
48	Orders of Government on the subject	"
49	Grants to Municipalities	"
50	Educational Budget of Municipalities	"
51	Increased fees in localized schools	"
52	Principal and minor Municipalities	"
53	How far Municipalities fulfil their educational obligations as regards the minimum expenditure that may be required	19
54	How far additional income from fees has been spent on education ...	"
55	Net expenditure of individual Municipalities	"
56	Poorer Municipalities at a disadvantage as regards expenditure ...	30
57	Management of District Board schools	"
58	Management of Municipal Board schools	"

Section B.—Education Commission's Recommendations—

59	Measures carried out in accordance with the recommendations of the Education Commission and the orders of the Government of India	"
60	Circles of inspection re-constituted and inspecting staff strengthened...	31
61	Inspectress of Schools appointed	"
62	Educational Conferences instituted	"
63	Grant-in-aid Rules revised and system of payment by results introduced	"
64	Grants to Indigenous schools	"
65	Extension of Primary education and improvement of Training institutions and subordinate inspecting staff	"
66	Effect of the measures introduced for the extension of Primary education	32
67	Course of studies for Primary schools revised	"
68	Zamíndárí schools established	"
69	Gurmukhi branch schools	33
70	Minimum expenditure on education of Local Bodies defined	"
71	Departmental schools localized	"
72	Grants paid on account of localized schools and their ultimate reduction	"
73	Localization of grants-in-aid now paid from Provincial revenues ...	"
74	Enlistment of private effort in the extension of Secondary education...	"
75	Tuition fees raised	34
76	Scholarship rules revised	"
77	Improvement in physical training	"
78	Improvement in boarding arrangements	"
79	Attention paid to moral training	35
80	The Central Training College for the supply of teachers to Secondary schools	"
81	Normal schools for the supply of teachers to Primary schools re-organized, and an additional school established	"
82	Supply of certificated teachers arranged	"
83	Attention paid to technical education	"
84	Attention paid to bifurcation of studies	"
85	The Aitchison college established	36
86	The Oriental college and school re-organized	"

Para.		Page.
87	Arrangements for the supply of text-books revised	36
88	Text-Book Committee re-organized	,,
89	Employment of natives on the superior inspecting staff	,,
90	Examinations for admission to the public service	,,
91	Acknowledgments of the Government of India of the desire shown by the Punjab Government to carry out the principles advocated by the Education Commission	37
91½	Measures adopted to give effect to the principles advocated by the Education Commission incorporated in the Punjab Education Code	,,

CHAPTER II.—CONTROLLING AGENCIES.

92	Views of the Education Commission regarding the improvement of the inspecting staff	38
93	Inspecting staff improved in 1886	,,
94	Reorganization of the Circles of inspection	,,
95	Appointment of an Inspectress of Schools	39
96	Increase of inspection work, and appointment of Assistant District Inspectors	,,
97	Advantages to be expected from the employment of Assistant District Inspectors	,,
98	Reason for raising the question of employing Assistant District Inspectors	40
99	Charge of Circles of inspection	,,
100	Changes in the appointments of the inspecting staff	,,
101	Inspection of schools by the superior inspecting staff	,,
102	Work of District Inspectors of Schools	,,
103	Orders regarding the inspection of schools by Tahsíldárs and their Náibs	,,
104	Improvement in the educational work of Tahsíldárs	41
105	Educational Conferences	,,
106	Meetings of the Conference	,,
107	Constitution of the General Conference	,,
108	Remarks as to the work of the General Conference	42
109	Work done by the last General Conference	,,
110	Recommendations of the Conference	43
111	The Departmental Conference	44

CHAPTER III.—UNIVERSITY EDUCATION.

112	Convocation and meetings of the Senate	46
113	University Examinations	,,
114	Arts Examinations	,,
115	The standards of examinations, &c.	,,
116	Standards in English Examinations	,,
117	Reduction in the number of subjects	47
118	Revision of the standard of the B. A. Examination	,,
119	Revision of the standard of the M. A. Examination	,,
120	Adverse criticism of the standards proposed by the Conference ...	,,
121	Other proposals of the Conference regarding University examinations	48
122	University examinations on the Oriental side	,,
123	Modifications in the standard of Oriental examinations	,,
124	Future of the Oriental examinations	,,
125	Oriental Titles examinations	,,
126	The Law examinations	,,
127	Medical examinations	49
128	Engineering examinations	,,
129	Arts colleges	,,
130	Number and distribution of scholars	,,
131	Expenditure	,,
132	Expenditure from public funds, subscriptions and endowments ...	50
133	Fees	,,
134	Scholarships	,,
135	Results of examinations	51
136	Increased number of successful candidates	,,
137	Results in each subject of examination	,,
138	Scholars	52
139	Results of examinations	,,
140	Boarding-house	,,

Para.		Page.
141	Physical exercises, moral conduct, &c.	52
142	The Report	,,
143	Numbers and results of examinations	,,
144	Physical exercises, moral conduct, &c.	53
145	College building	,,
146	Support to the College from outside	,,
147	The Principal's suggestions as to supply of Examiners' Reports, &c., not accepted by the University	,,
148	Lahore Mission College	,,
149	Scholars	,,
150	Results of examinations	,,
151	Other matters	,,
152	Minor colleges teaching up to the Intermediate standard	54
153	Scholars	,,
154	The Dayá Nand Anglo-Vedic College	,,
155	Amritsar Municipal College	,,
156	Scotch Mission College at Siálkot	,,
157	The Oriental College	,,
158	Re-organization	,,
159	Statistics	55
160	Functions performed by the college and school	,,
161	Classes attended by students	,,
162	Preference shown to Urdú and Arabic over Hindi and Sanskrit	,,
163	Classes for Oriental Titles Examinations	56
164	Sanskrit classes	,,
165	Results of examinations	,,
166	The Medical College and School	

CHAPTER IV.—SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

Section A.—Secondary Schools—

167	Number and distribution of Secondary schools and scholars	61
168	Number of schools	,,
169	Scholars	,,
170	Expenditure	62
171	Expenditure from Provincial revenues and from Municipal funds	,,
172	Expenditure on scholarships	63
173	Improvements in the manner of award of scholarships	,,
174	Lapsed scholarships	64
175	Fees	,,
176	Results of examinations	,,
177	Future of the Entrance and Middle school examinations	66
178	Schools that specially distinguished themselves in the examinations	,,
179	Calcutta Entrance	,,
180	Boarding-houses	67
181	Attention paid to the improvement of boarding-houses	68
182	Advance of English as compared with Vernacular education	,,
183	Desire of the people for English education	69
184	Check on the too rapid development of English education	,,
185	Desire for English education on the frontier	,,

Section B.—Primary Schools—

186	Primary schools and scholars	,,
187	Primary schools of the several classes	70
188	Gross increase of schools and scholars	,,
189	Number of scholars receiving Primary education	71
190	Statement of expenditure on Primary schools	,,
191	Increase of expenditure from public funds	,,
192	Expenditure on Aided and Unaided schools	72
193	Fees	,,
194	Scholarships	,,
195	Results of Primary examinations	,,
196	Zamindari Primary schools	73
197	Encouragement of Zamindari schools	74
198	Success of Zamindari schools	,,
199	Languages taught in Zamindari schools	,,
200	Gurmukhi branch schools	75

Para.		Page.
Section C.—General Questions—		
201	Localization of Departmental schools	75
202	Security of the vested rights of Government servants transferred to local management with the schools	,,
203	Advantages of localization	,,
204	Provincial grants on account of localized schools	76
205	Revision of grant-in-aid rules	,,
206	Working of the new grant-in-aid rules	,,
207	Effect of the new grant-in-aid rules	,,
208	Effect of the new grant in-aid rules in primary schools	77
209	Sources from which grants are paid, and contemplated localization of present Provincial grants	,,
210	Advantages of the localization of Provincial grants	,,
211	General character of instruction	78
212	Instruction in optional subjects	,,
213	Instruction in Elementary Science	,,
213½	The Punjab Science Institute	79
214	The special Entrance examination in Science	,,
215	The "Clerical and Commercial examination"	,,
216	Physical training	,,
217	Interest taken by local authorities in physical training...	,,
218	Future of physical training	80
219	Conduct of students and moral training	,,
220	School buildings and appliances	,,
221	Rewards and prizes...	81
222	Want of an organized system of prizes	,,
223	General progress	,,
224	Schools in Native States	82
225	Results of examinations in Native States...	83

CHAPTER V.—SCHOOL EDUCATION—SPECIAL.

Section A.—Training Institutions for Masters—		
226	The Central Training College—scholars	84
227	The Senior Anglo-Vernacular class	,,
228	The scholastic profession	85
229	The Junior Anglo-Vernacular class	,,
230	The Senior Vernacular class	,,
231	Results of examinations. Senior Vernacular Certificate examination	,,
232	Junior Anglo-Vernacular Certificate examination	86
233	Senior Vernacular Certificate examination	,,
234	Private students	,,
235	Amalgamation of Central Model school with the Municipal Board school	,,
236	Boarding-house	,,
237	Normal schools—scholars	,,
238	Number of schools and students	87
239	Stipends	,,
240	Causes which lead to the deficiency in the number of stipends taken up Middle school examination	,,
241	Superior attractions in other Departments, &c....	,,
242	Measures adopted to remove the defect	,,
243	The effect of these measures in the future	88
244	Special stipends for certain backward Districts...	,,
245	Redistribution of stipends after the proposed establishment of a fifth Normal school	,,
246	Expenditure on Normal schools	89
247	Results of examination	,,
248	Zamíndárí classes...	,,
249	General organization of Normal schools	,,
250	The Aided Normal school at Amritsar	90
Section B.—Training Institutions for Mistresses—		
251	Training of native mistresses	,,
252	Training school for European Zanána teachers	,,
Section C.—Institutions for Technical training—		
253	The Medical school	,,
254	The Veterinary school, Lahore	,,
255	Extension of the course of the Veterinary school	91
256	The Law school, Lahore	,,

Para.		Page.
257	The Mayo school of Industrial Art, Lahore	91
258	Scholarships and stipends	,,
259	General progress	92
260	The future of the schools	,,
261	Staff of the school	,,
262	Industrial schools	,,
263	The Railway Technical school, Lahore	93
264	Further development of the school	,,
265	School accommodation	,,
266	Scholarships	,,
267	The Municipal Industrial school, Amritsar	,,
268	The Municipal Industrial school, Delhi	94
269	The Industrial school at Qasúr	,,
270	Bhái Bútá Singh's school at Ráwalpindi	,,
271	Shahzáda Suraiyá Jáh's school, Delhi	,,
272	The Committee on technical education	,,
273	Its proposals	,,
274	Importance of the Railway Technical school	95
275	Tendency of ordinary schools to draw away clever boys from their hereditary pursuits	96
276	Future prospects of Industrial schools	,,

CHAPTER VI.—FEMALE EDUCATION (NATIVES).

277	Female schools and scholars	98
278	Secondary schools	,,
279	Municipal Board school, Amritsar	99
280	The Victoria school	,,
281	Board school, Gujarwál	,,
282	Scholars in Secondary schools	,,
283	Primary schools	,,
284	Scholars in Upper Primary stage	,,
285	Statement of expenditure	,,
286	Additional expenditure, Secondary schools	101
287	Additional expenditure on Board Primary schools	,,
288	Decrease of expenditure on Aided Primary schools	,,
289	Expenditure on unaided schools	,,
290	Expenditure on Primary schools of all sorts	,,
291	Expenditure on schools of all sorts	,,
292	Expenditure from Provincial revenues	,,
293	Actual expenditure from Provincial revenues and from Municipal funds on female schools	102
294	Expenditure from District funds	,,
295	Fees	,,
296	Scholarships	103
297	Statement of results of examinations	,,
298	Middle Standard examination for native girls	104
299	Passes by the Entrance, Middle School, and Middle Standard examinations	,,
300	Results of Primary examinations	,,
301	Instruction in needle-work	106
302	Domestic economy	,,
303	Boarding arrangements	,,
304	Conduct of girls and moral instruction	,,
305	Obstacles to progress of female education	107
306	Supply of trained teachers by means of Normal schools impossible	,,
307	Necessity of devising other means for the supply of trained teachers	,,
308	Multiplication of Primary schools and of numbers in Infant department undesirable	,,
309	Former condition of Vernacular schools generally	108
310	Measures should be confined to improvement of existing schools and supply of teachers	,,
311	New grant-in-aid rules. Their effect	,,
312	Measures taken for the improvement of schools and their effect	,,
313	Rise of numbers in the Upper Primary and Middle departments, and decline in the Infant department	109
314	General progress, and obstacles to its universal spread	,,
315	Formation of Normal classes	,,
316	Schools in which Normal classes have been established	,,
317	Scholars in each district	110
318	Zanána teaching	111
319	Suggestions for the future	,,

Para.		Page.
	CHAPTER VII—EDUCATION OF SPECIAL CLASSES.	
Section A.—Europeans and Eurasians—		
320	Statement of schools and scholars...	113
321	Reduction of standard in Primary schools since 1884-85	„
322	Increase in the number of schools	„
323	High schools	„
324	Stages of instruction	114
325	Statement of expenditure	„
326	Indirect expenditure	„
327	Estimated value of services rendered gratuitously, and estimated rent of school buildings excluded from the returns	„
328	Separation of boarding fees from tuition fees	„
329	Increase and decrease of expenditure from different sources in various classes of schools	„
330	Scholarships...	116
331	Statement of results of examinations	„
332	Nature of the Standard examinations	„
333	Results of examinations	118
334	Schools which have specially distinguished themselves in the examinations	„
335	Recognition of the Final Standard examination	„
336	Boarding arrangements	119
337	Moral conduct and discipline	„
338	The Lawrence Military Asylum, Sanáwar	„
339	Lawrence Memorial Asylum, Murree	120
340	Progress in Aided schools	„
341	Disadvantages under which many of the schools are labouring	„
342	Remarks as to the system of payment by results	„
343	Percentages of expenditure in Aided schools, and the difficulty experienced by them in raising private subscriptions	121
344	Results system in England	„
345	Precarious condition of schools in the Punjab, and their unfitness for fixed grants	122
346	Private and unaided schools	„
Section B.—Muhammadans—		
347	State of education among Hindús, Sikhs and Muhammadans compared	„
348	State of education among Muhammadans	„
349	Progress of Muhammadan education	124
350	Percentage of Muhammadan boys at schools compared with other sections of the community	125
351	Percentage of Muhammadan girls at schools compared with other sections of society	„
352	Efforts made by Muhammadans to improve their educational condition	„
353	High schools for the special benefit of Muhammadans	„
354	Extracts from Inspectors' reports regarding principal Muhammadan schools	126
355	Measures taken by Government for the encouragement of Muhammadan education	„
356	The Aitchison College scholars	„
357	Results of examinations	127
358	Fees	„
359	Scholarships	„
360	College building	„
361	Boarding arrangements and physical exercises	„
362	Staff	„
363	Education of sons of native gentlemen of position	„
Section D.—Low Castes—		
364	Schools for children of low castes...	128
365	Delhi Circle...	„
366	Jullundur Circle	„
367	Lahore Circle	„
368	Ráwalpindí Circle	„
369	Deraját Circle	129
	CHAPTER VIII—PRIVATE SCHOOLS.	
370	Distinctions between public and private schools...	130
371	Classification of Indigenous and other private schools	„
372	Collection of statistics	„
373	Grant-in-aid rules for private schools	131
374	Statement of statistics	„

Para.		Page.
375	Cause of decrease in the number of schools and scholars	132
376	Efficient comparison of statistics impossible	,,
377	Vernacular schools	,,
378	Comparison of the different languages taught in private schools ...	,,
379	Rote schools	133
380	Schools examined for grants	,,
381	Languages taught in them...	,,
382	Composition of 'other private' schools	134
383	Effect of grant-in-aid rules and connexion between public and private schools	,,
384	Suitability of the grant-in-aid rules for other than Urdú schools ...	,,
385	Views on the improvement of rote schools	,,
386	Progress made in different Districts and Circles	135
387	General progress and future prospects	,,
388	Views as to the adaptability of the grant-in-aid rules to female private schools	136

CHAPTER IX.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

389	Abolition of the Government Book Depôt and the Educational Press ...	138
390	Arrangements made for the distribution of text-books on the abolition of the Government Book Depôt and Educational Press	,,
391	Failure of the arrangements	,,
392	Arrangements with Munshí Gulább Singh	,,
393	Success of the arrangements with Munshí Gulább Singh, and remarks as to the style of writing used for Vernacular books	139
394	Disposal of the old stock of books and financial position of the old Book Depôt	,,
395	Realizations from the old stock of books	,,
396	The Registrar, Education Department	,,
397	Report on the operations of the Text-Book Committee	140
398	Improvements in the constitution of the Committee	,,
399	Work done by the Committee	,,

APPENDICES.

A.	District Accounts	i
B.	Report on the Government College, Lahore, for the year 1889-90 ...	xxi
C.	Report on St. Stephen's Mission College, Delhi, for the year 1889-90 ...	xxvii
D.	Annual Report of the Lahore Mission College for the year 1889-90 ...	xxxi
E.	Chapter III.—University Education from Inspector's Report on the Lahore Circle	xxxiv
F.	Chapter III.—University Education from Inspector's Report on the Ráwalpindí Circle	xxxv
G.	Report on the Oriental College, Lahore, for 1889-90	xxxvi
H.	Report on the Lahore Medical College and school for the year 1889-90	xlv
I.	List of prizes and medals offered by private liberality on the results of the Middle School and Entrance Examinations of 1890	l
J.	Report on the Central Training College, Lahore, for the year 1889-90 ...	lxi
K.	Report on the Veterinary School, Lahore, for the year 1889-90. ...	lxvi
L.	Report on the Mayo School of Industrial Art, Lahore, for 1889-90 ...	lxix
M.	Report of the Registrar, Education Department, for the year 1889-90	lxxii
N.	Report on the operations of the Punjab Text-Book Committee for the official year 1889-90	lxxvii

STATISTICAL TABLES.

			Page.
General Table	No.	I.—Abstract Return of Colleges, Schools and Scholars	i
Do.	No.	II.—Abstract Return of Expenditure on Public Instruction	ii—iii
Do.	No.	III.—Return of Colleges, Schools and Scholars ...	iv—v
Do.	No.	IIIA.—Return of Colleges, Schools and Scholars (Europeans)	vi
Do.	No.	IIIB.—Return of Colleges, Schools and Scholars (Natives)	vii—ix
Do.	No.	IV.—Return of Expenditure on Public Instruction ...	x—xiii
Do.	No.	IVA.—Return of Expenditure on Public Instruction (Europeans)	xiv—xv
Do.	No.	IVB.—Return of Expenditure on Public Instruction (Natives)	xvi—xix
Do.	No.	V.—Return of the Stages of Instruction of Pupils in Public Schools for general education ...	xx—xxi
Do.	No.	VA.—Return of the Stages of Instruction of Pupils in Public Schools for general education (Europeans)	xxii—xxiii
Do.	No.	VB.—Return of the Stages of Instruction of Pupils in Public Schools for general education (Natives)	xxiv—xxv
Do.	No.	VI.—Return showing the results of prescribed examinations	xxvi—xxvii
Do.	No.	VII.—Return showing the distribution of Local Fund and Municipal Expenditure on Public Instruction	xxviii—xxix

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.
PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
FOR MALES.												
Arts Colleges ... English ...	6	2	4	...	358	225	133	...	1,07,671	65,649	42,022	.
Arts Colleges ... Oriental...	1	1	...	...	81	119	...	38	18,689	20,932	...	2,243
Medical College ...	1	..	1	...	106	...	106	...	57,849		57,849	.
High Schools	45	35	10	...	13,278	42,076	2,397	..	4,20,529	5,80,350	1,59,550	.
Middle Schools	205	189	16	...	31,195				3,19,371			
Total Secondary Schools ...	250	224	26	...	44,473	42,076	2,397	...	7,39,900	5,80,350	1,59,550	.
Primary Schools	1,677	(a)1,497	180	...	84,763	79,250	5,513		3,72,500	3,18,404	54,096	...
Total schools for general education	1,927	1,721	*206	...	129,238	121,326	7,910		11,12,400	8,98,754	2,13,646	...
Schools for special instruction	13	13	...	..	1,114	760	354	.	1,22,148	1,63,077	.	40,929
Total schools for general education and for special instruction	1,940	1,734	206	...	130,350	122,086	8,264	...	12,34,548	10,61,831	1,72,717	..
FOR FEMALES												
High Schools	5	.	5	...	453	...	453	...	32,270	...	32,270	.
Middle Schools	19	8	11	...	1,023	564	459	...	63,061	50,162	12,899	
Total Secondary Schools ...	24	8	16	...	1,476	564	912	...	95,331	50,162	45,169	. .
Primary Schools	299	309	...	10	8,530	9,851	...	1,321	66,696	1,40,800	..	74,102
Total schools for general education	323	317	6	...	10,006	10,415	...	409	1,62,029	1,90,962	...	28,933
Schools for special instruction	...	4	...	4	...	148	...	148	...	16,260	...	16,260
Total schools for general education and for special instruction	323	321	2	...	10,006	10,563	...	557	1,62,029	2,07,222	...	45,193
Total Public institutions for males and females ...	2,271	2,058	213	...	140,901	132,993	7,908	..	15,80,786	13,55,634	2,25,152	.
INDIGENOUS AND OTHER PRIVATE SCHOOLS.												
For males	7,397	12,875	...	4,978	106,852	131,171	...	24,319	.	...		...
For females	806	351	455	...	9,422	5,006	4,416	...	..	.	.	...
Total males and females ...	8,203	(b)12,726	. .	4,523	116,274	136,177	...	19,903	...	...	...	...
Grand total of institutions, Public and Private ...	10,474	14,784	...	4,310	257,175	269,170	...	11,995	. .	..	...	. .
Scholarships	...	.	...	...	...	...	...	...	1,34,987	1,13,361	21,626	...
Other charges	...	...	...	...	...	...	...	...	7,17,082	5,27,864	1,89,218	...
Grand total of Expenditure	...	...	...	...	...	...	...	...	24,32,855	19,96,859	4,35,996	...
	Number of Scholars.											
High stage ... ... Boys	1,598	1,080	518	...	From Imperial Revenues ...				1,29,636	1,23,366	6,270	...
High stage ... ... Girls	25	...	25	...	,, Provincial Revenues ...				7,12,787	7,14,410	..	1,623
					,, District Funds ...				5,27,879	5,05,087	22,792	.
Middle stage ... ... Boys	10,449	7,854	2,595	...	,, Municipal Funds ...				3,15,412	1,50,017	1,65,395	.
Middle stage ... ... Girls	322	48	274	...	,, Fees ... Tuition fees ...				3,47,618	1,86,862	1,60,756	
					,, Fees ... Other fees ...				36,669	21,672	14,997	
Total ... ... Boys	12,047	8,934	3,113	...	,, Other sources ...				3,62,854	2,95,445	67,409	
Total ... ... Girls	347	48	299	...								
Upper Primary* stage Boys	23,671	18,757	4,914	...								
Upper Primary* stage Girls	810	387	423	..	Total ...				24,32,855	19,96,859	4,35,996	...
Lower Primary* stage Boys	93,532	93,661	...	129								
Lower Primary* stage Girls	8,835	9,954	...	1,119								
Total ... ... Boys	117,203	112,418	4,785	...								
Total ... ... Girls	9,645	10,341	...	[illegible]								

(a) The number of Primary schools for boys shown in the returns of 1884-85 is 1,492. The difference of 5 is owing to the fact that in the statistics and the account of the Dera Ghási Khán District submitted by the Inspector and incorporated in the Annual Report the number of Primary Board schools was erroneously shown as 27 instead of 32.

(b) This number exceeds by 10 the figure shown in the returns for 1884-85, owing to a mistake in the total

CHAPTER I.

GENERAL SUMMARY AND STATISTICS.

Section A.—Introduction and General Summary.	Paras.
The Report	1
General statistics	2—5
Expenditure	6—24
Fees	25
Expenditure from 'other sources'	26
Important items of expenditure	27
Examinations	28—31
Private educational movements	32
General progress	33
District accounts	34—40
Special account of expenditure on education from District funds	41—46
Special account of expenditure on education from Municipal funds	47—56
Management of Board schools	57—58
Section B.—Education Commission's Recommendations.	
An account of measures carried out in accordance with principles advocated by the Education Commission and orders of the Government of India	59—91½

SECTION A.—INTRODUCTION AND GENERAL SUMMARY.

The Report

1. In this report the statistics of 1884-85 are compared with those of 1889-90 in accordance with the orders of Government on the subject, and an account is given of the educational progress that has been effected during the last five years.

Statistics.

2. The table on the opposite page contains a general summary of the statistics for 1884-85 and for the past year.

Institutions under the influence of the Department.

3. It will be seen that the number of Arts colleges has been raised to six, that the higher section of the Medical school has been expanded into a Medical college, and that there has been a considerable increase in the number of public schools. The increase shown in the number of public schools would have appeared still larger, but for the fact that certain schools, chiefly for low caste boys, that were formerly shown as public schools, are now included in the list of private institutions. The number of scholars in public institutions amounts in round numbers to 141,000. If we add to these the boys attending private schools examined for grants, we have a total in round numbers of 153,000 scholars attending institutions under the influence of the Department, being an increase of 20,000 scholars since 1884-85.

Private school and scholars.

4. A decrease of more than 4,500 private schools and about 20,000 scholars is shown in the returns. This is due to the fact that it has been decided, in accordance with the recommendation of the General Educational Conference, which sat in 1888, not to recognise schools containing less than six scholars.

Scholars in public schools.

5. Amongst scholars attending public schools there has been a most satisfactory increase of numbers in the High, the Middle and the Upper Primary departments, and in girls' schools the increase is particularly striking. The accession of scholars to the Lower department has been checked, in the case of boys, by the imposition of higher rates of fees, and in the case of girls, by the abolition of the system of paying children pice for attendance, irrespective of the progress made in their studies, which previ-

Chapter I, A, 6. Introduction and General Summary.

ously prevailed in a large number of schools. The statement shows a decrease in the total number of girls attending public schools. This is due to the transfer to the list of private schools of certain zanána classes formerly shown as public schools. In the schools still shown as public schools there has been a small increase of numbers.

Expenditure.

6. It will be observed that the total expenditure last year was in round numbers Rs. 24,33,000, and that there has been an increase over the expenditure incurred in 1884-85, amounting to Rs. 4,36,000, of which the sum of Rs. 2,25,000 is on account of direct expenditure on public institutions, about Rs. 22,000 on account of scholarships, and Rs. 1,89,000 for other charges.

Fluctuations in expenditure

7. Owing to a variety of causes the statement shows some remarkable fluctuations in the expenditure entered under various heads, and it seems necessary to discuss these at length; since they are liable, as they stand, to lead to erroneous conclusions, and it is impossible to explain how they have occurred, without a somewhat detailed examination of the figures. Paras. 8 to 27 are devoted to this examination.

Fluctuations in the expenditure on institutions for special instruction explained.

8. The cost of the Lahore Medical school in 1884-85 amounted to Rs. 57,000. Since that time a portion of the Medical school has been converted into the new Medical college, and the establishments have been strengthened. The cost of the college last year was Rs. 58,000, and that of the school Rs. 11,000, or Rs. 69,000 in all, being an increase of Rs. 12,000 over the expenditure incurred in 1884-85. The comparative statement shows an increase of Rs. 58,000 under the head of the Medical college, whilst the amount included on account of the Medical school under the head of 'schools for special instruction' is less by Rs. 46,000 than that included in 1884-85. This has caused a reduction of Rs. 41,000 in the expenditure shown in the statement under the latter head; the expenditure on the Medical school being less by Rs. 46,000, whilst that on other schools for the special instruction of males has increased by Rs. 5,000. The expenditure in 1884-85 on schools for the special instruction of females was incurred mainly on three so-called Normal schools, which were virtually Primary schools, as explained in Chapter VI. These have now become Secondary schools, and are included in the returns of schools for general education.

Expenditure on public institutions.

9. Bearing in mind the explanation given in the preceding paragraph, it will be seen that there has been an increased expenditure of nearly Rs. 40,000 on Arts colleges, due to the establishment of four new colleges, of nearly Rs. 12,000 on the Medical college and school owing to the organisation of the college department, of nearly Rs. 2,14,000 on boys' schools for general education, and of Rs. 5,000 on special schools for males, exclusive of the Medical college, thus making a total additional expenditure of about Rs. 2,70,000 on institutions for the general and special education of males, whilst the expenditure shown in the returns on female education has diminished by Rs. 45,000.

Expenditure on boys' schools for general education.

10. The additional expenditure on boys' schools for general education has occurred wholly in native institutions, and is explained in Chapter IV. It is due to the addition of High departments to Middle schools, and of Middle departments to Primary schools, to the introduction of English into Vernacular schools, to the establishment of new schools, and the improvement of the educational staff in those previously in existence, and to the foundation of the Aitchison college. The additional expenditure is more than covered by the additional income from fees and other private sources.

Expenditure on female secondary schools.

11. Certain European schools, which were maintained last year at a cost of Rs. 38,000, and which were shown in the returns for 1884-85 as Primary schools, are now shown as Secondary schools; and this accounts to a large extent for the increase of Rs. 45,000 in the expenditure on Secondary girls' schools shown in the statement. In some cases the standard of education has been raised, but in others the change is due simply to the rules imposed by the code for European schools, under which, as explained in Chapter VII, schools which are to all intents and purposes Primary schools, which were returned as Primary schools in 1884-85, and which would still be so returned if they were maintained for natives, must now be shown as Secondary schools.

Expenditure on female schools of all sorts.

12. On the whole the statement shows a decrease of Rs. 45,000 in the direct expenditure on public schools of all kinds for females. This is accounted for by an apparent decrease of Rs. 37,000 in the expenditure on European schools and Rs. 8,000 in the expenditure on native schools. In the case of European schools the reduction is due, as explained in Chapter VII, partly to a more careful discrimination between direct and indirect expenditure,* and partly to the fact that actual expenditure only is now shown, whereas it was the practice formerly to include the estimated value of the work of sisters and others, who rendered gratuitous service. The reduction in direct expenditure in European schools is more than covered by the increase of indirect expenditure in these institutions. The reduction of Rs. 8,000 in the direct expenditure on native schools has been caused by the transfer to the list of private schools of certain zanána classes formerly shown as public schools. On the public schools for native girls still included in the returns the expenditure has increased by Rs. 6,500.

Expenditure on scholarships.

13. The expenditure on scholarships in Arts colleges and the Oriental college has decreased by Rs. 8,000; and there has been a very slight decrease also in ordinary schools for the general education of native boys. In other institutions there has been an increase of about Rs. 30,000 : nearly Rs. 12,000 on additional scholarships in the Medical college and school and the Veterinary school; nearly Rs. 8,000 on special scholarships in the Aitchison college; nearly Rs. 9,000 on scholarships given under the new rules to girls in native schools; and the balance on scholarships recently awarded in European schools.

Expenditure on account of other charges.

14. The details of the expenditure entered in the statement under the head of 'other charges' are as noted below, and show an increase in every case :—

	1889-90.	1884-85.	Increase.
	Rs.	Rs.	Rs.
(1). Buildings	2,50,528	1,65,249	+85,279
(2). Furniture and apparatus	48,830	7,204	+41,626
(3). University	60,912	47,526	+13,386
(4). Direction	46,252	32,262	+13,990
(5). Inspection	1,11,070	1,19,952	+31,118
(6). Miscellaneous	1 59,490	1,55,671	+3,819
Total ..	7,17,082	5,27,864	+1,89,218

* By direct expenditure is meant actual expenditure on tuition. Indirect expenditure includes scholarships, extraordinary charges for furniture and apparatus, and the cost of establishments not employed in the school-room, and other boarding charges paid from public funds. Boarding charges not paid from public funds are excluded altogether from the returns in accordance with the orders of the Government of India.

Chapter I, A, 15. Introduction and General Summary.

Expenditure on buildings.

15. The increased expenditure on buildings is due almost entirely to the Aitchison college, on which about Rs. 83,000 were expended from the subscriptions raised for the purpose.

Expenditure on furniture and apparatus.

16. Of the additional charges on account of furniture and apparatus Rs. 16,500 were expended in Board schools, Rs. 11,000 in the Medical college and school, Rs. 6,000 in European schools, and the balance of Rs. 8,000 in other institutions.

Expenditure on the University.

17. The additional expenditure on the University is due to the increased cost of examinations, and is more than covered by the increase in examination fees.

Expenditure on Direction.

18. The increase of expenditure on Direction is due in part to the officiation of Mr. Ibbetson in 1884-85, which caused a saving in that year, and in part to the cost of the establishment of the Registrar, Education Department, whose duties, which include amongst others the registration of books and arrangements for various examinations, were formerly carried out by the Curator, Government Book Depôt, the charges appearing under the head of "Miscellaneous."

Expenditure on inspection.

19. The additional expenditure on inspection has been caused by the measures taken to strengthen the subordinate inspecting staff and the appointment of an Inspectress of Schools.

Expenditure on account of miscellaneous charges.

20. Under the head of 'miscellaneous charges' those formerly incurred on account of the Book Department and the Curator's office, which amounted in 1884-85 to Rs. 80,000, paid chiefly from the sale proceeds of books, have now disappeared, and there has been a reduction in some minor charges. On the other hand, there are new charges of Rs. 17,000 on account of grants to indigenous and other elementary schools and the Punjab public library, and an additional expenditure of Rs. 32,000 on boarding in European schools,* and Rs. 36,000 on miscellaneous charges in native schools and colleges, such as those paid mainly from District and Municipal funds on account of boarding-houses and athletic tournaments.

Expenditure from Imperial revenues.

21. In the general tables prescribed by the Government of India the expenditure from Imperial revenues is included in that shown under the head of 'other sources.' The increase entered in the comparative statement represents additional expenditure incurred on the Lawrence Military Asylum at Sanáwar, which is maintained almost wholly from Imperial revenues.

Expenditure from Provincial revenues.

22. The small decrease in the expenditure from Provincial revenues is purely nominal. On the 1st April 1886, all Government schools for general education, with the exception of model schools attached to training institutions, were transferred to Municipal Committees; and in lieu of the charges hitherto paid through the Department on account of these schools and some others already under local management, a grant of Rs. 1,61,000 is paid direct by the Accountant-General to the Municipalities concerned. If we add this amount to the expenditure entered in the statement, it will be found that the actual expenditure from Provincial revenues has increased by Rs. 1,59,000. Of this amount the sum of Rs. 97,000 is due to charges on account of training institutions for masters and subordinate inspection. The payment of these charges was undertaken in 1886-87 as part of a general scheme, under which Government engaged to contribute about a lakh of rupees annually for the extension and improvement directly and indirectly of Primary education as explained in para. 65.

* Rupees 20,000 in the Lawrence Asylum at Sanáwar from Imperial revenues and Rs. 6,500 in that at Murree, and Rs. 5,500 in aided schools, from Provincial revenues.

The expenditure from Provincial revenues on public schools for the general education of natives has increased by Rs. 15,000,* that on the Medical college and school by Rs. 14,000, that on other schools for special and technical education by Rs. 10,000, that on furniture in these institutions by Rs. 6,000, and that on Direction by Rs. 8,500. The balance of Rs. 8,500 is accounted for by additional expenditure on Arts colleges, scholarships, and a grant to the Punjab public library. There have been various other changes which approximately balance each other. Thus, for example, whilst the direct expenditure from Provincial revenues on European schools shows a decrease of Rs. 12,000, that on boarding in these institutions has increased by the same amount; and similarly the transfer from Provincial to District funds of charges aggregating Rs. 18,000 on account of scholarships in Secondary schools for native boys is more than made up by additional expenditure on scholarships held in the Medical college and school, the Veterinary school, native girls' schools and schools for Europeans.

Expenditure from District funds.

23. As explained in para. 41, District Committees have been relieved of certain charges on account of subordinate inspection and training institutions. Out of the amount thus set free they are required to expend a certain sum on open High school scholarships, and the balance on Primary and Indigenous schools. Last year the expenditure on buildings was less by Rs. 16,000 than in 1884-85, when the large sum of Rs. 79,000 was spent.

Expenditure, exclusive of building charges, has increased by Rs. 39,000 spent on grants to Indigenous schools, furniture, boarding-houses, athletic tournaments and other miscellaneous items.

Expenditure from Municipal funds.

24. The returns show an increased expenditure of Rs. 1,65,000 from Municipal funds. Of this Rs. 1,61,000 is due to the grants paid to Municipalities by the Accountant-General (*vide* para. 22).

The net increase, therefore, amounts to Rs. 4,000. The net expenditure on schools for general education has decreased by Rs. 17,000, owing mainly to the increase in the income from school fees, and that on schools for special education and the University by Rs. 9,000, making a total reduction of Rs. 26,000. Expenditure on buildings on the other hand has increased by Rs. 5,000, and that on colleges, furniture, scholarships, boarding-houses and other charges by Rs. 25,000, making a total increase of Rs. 30,000, which exceeds by Rs. 4,000, the reduction in expenditure on maintenance charges for schools, &c., &c.

Fees.

25. The additional income from tuition fees is due to the enhanced rates that have been introduced. It has accrued wholly in institutions for the education of natives, where it has increased by 124 per cent.; and it has been expended on the improvement and extension of these institutions, to which reference has been made above in para. 10. In schools for Europeans the fees shown in the returns have decreased, owing to a more careful discrimination between tuition fees and boarding fees, the latter of which should be excluded under the orders of the Government of India.

The 'other fees' shown in the statement, consist almost entirely of examination fees levied by the Punjab University.

* The expenditure shown in the returns of 1884-85 on schools for the general education of natives was Rs. 2,35,500. To this should be added Rs. 11,500 spent from Provincial revenues on the so-called Normal schools for mistresses, referred to above in paragraph 8, which have since been converted into Middle schools. This gives a total of Rs. 2,47,000. The expenditure shown in the returns for last year on schools for the general education of natives was Rs. 1,01,000, or, adding Rs. 1,61,000 paid by the Accountant-General to Municipalities on account of schools localized, Rs. 2,62,000, which exceeds that of 1884-85 by Rs. 15,000.

Chapter I, A, 26.

Introduction and General Summary.

Expenditure from "other sources."

26. The expenditure from "other sources," that is, from subscriptions, the proceeds of endowments, and the sale proceeds of books, shows an increase of Rs. 67,000. The expenditure from "other sources" on European girls' schools shown in the returns has decreased by Rs. 13,000, and that on native girls' schools also by Rs. 13,000, owing to the causes explained above in para. 12; and the amount expended from private sources on schools for special education has been reduced by Rs. 8,000, owing mainly to the abolition of an aided Normal school at Amritsar. The income and expenditure from the sale proceeds of books moreover has fallen by Rs. 65,000, owing to the fact that books are no longer bought and sold by the Department. Adding this amount to the net increase of Rs. 67,000, we have a total expenditure of Rs. 1,66,000 to account for. During the past year Rs. 95,000 were expended from private sources on buildings, whereas in 1884-85 there was no expenditure under this head. Of the above sum Rs. 83,000 were spent on the Aitchison college, and the balance on Aided colleges and schools. The expenditure from "subscriptions and endowments" on maintenance charges for colleges and native schools for boys under private management has increased by Rs. 54,000, owing to the establishment of new colleges and schools, and the improvement of those previously in existence; and there has been an increase of Rs. 19,000 in the expenditure on furniture and apparatus, of which about Rs. 8,500 was expended in these institutions, and the balance was divided between the Medical college and European schools. The total increase under these three heads was, therefore, Rs. 1,68,000. There have been various changes of smaller amounts under other heads of expenditure; but it is unnecessary to give the details.

Important items of expenditure.

27. The most important points in connection with the figures discussed in the preceding paragraphs are: the expenditure from Provincial revenues of an additional sum of Rs. 97,000 on training institutions and subordinate inspection, which provided for important improvements, and set free a large sum for expenditure on Primary education from District funds; increased expenditure from Provincial revenues of a considerable amount on the Medical college and school and other schools for technical and general education; the enormous increase in the income from tuition fees in native colleges and boys' schools expended on the improvement and extension of these institutions; the large increase of expenditure on the same object from private sources; and the expenditure also from private sources on the Aitchison college building now nearly completed.

Results of examinations.

28. The following statement shows the number of candidates who were successful in the Degree examinations, the Intermediate or First Arts examination, and the Entrance examinations held by the Punjab and Calcutta Universities, the Middle School examination held by the Punjab University, the corresponding examinations held specially for native girls by the Department, and the Primary examinations held by the Department. The results also of the seventh, fourth, and second Standard examinations, at which students of European schools, who have completed the Middle, the Upper Primary, and the Lower Primary courses, present themselves at the time of the Inspector's visit, are incorporated in this table:—

NUMBER OF CANDIDATES SUCCESSFUL IN THE VARIOUS EXAMINATIONS (PRIVATE CANDIDATES INCLUDED).

		Number of successful candidates.			
		1889-90.	1884-85.	Increase.	Decrease.
1.	Master of Arts Examination	1	5	...	4
	Master of Oriental Learning	1	2	...	1
2.	Bachelor of Arts	34	14	20	...
	Bachelor of Oriental Learning	4	2	2	...
3.	Intermediate ... Arts ... Calcutta	2	...	2	...
	Intermediate ... Arts ... Punjab	117	28	89	...
	Intermediate ... Oriental, Punjab	3	3	...	...
4.	Entrance Examination, Calcutta Boys	87	31	56	...
	Entrance Examination, Calcutta Girls	5	...	5	...
5.	Ditto, Punjab English Boys	376	272	104	...
	Ditto, Punjab English Girls	2	...	2	...
	Ditto, Punjab Vernacular, Boys	11	27	...	16
6.	Middle School, Middle Standard and 7th Standard Examinations ... English Boys	1,799	1,219	580	...
	Middle School, Middle Standard and 7th Standard Examinations ... English Girls	24	6	18	...
	Middle School, Middle Standard and 7th Standard Examinations ... Vernacular Boys	892	853	39	...
	Middle School, Middle Standard and 7th Standard Examinations ... Vernacular Girls	7	...	7	...
7.	Upper Primary and 4th Standard Examinations ... Boys	7,406	5,436	1,970	...
	Upper Primary and 4th Standard Examinations ... Girls	220	65	155	...
8.	Lower Primary and 2nd Standard Examinations ... Boys	11,413	11,374	39	...
	Lower Primary and 2nd Standard Examinations ... Girls	438	185	253	...

Improvement in results since 1884-85—Boys.

29. It will be observed, as regards college students, that the number of candidates successful in the B.A. examination was two and a half times, and the number successful in the Intermediate examination four times, as great as in 1884-85. In the M.A. examination the percentage of pass marks required in each paper is, as explained in Chapter III, almost prohibitive, and it has been resolved accordingly to modify it. In the Entrance examinations and the Middle School examination the number of boys successful on the English side has increased by 50 per cent. There has been a very large increase also in the number of boys who passed the Upper Primary examination. For the Entrance examination on the Vernacular side few candidates present themselves. In the Vernacular Middle School examination the increase of passes is comparatively small; and it is very small in the Lower Primary examination. The figures show on the whole very remarkable progress amongst male students during the last five years in all stages above the Lower Primary.

Improvement in results since 1884-85—Girls.

30. Though the number of passes amongst girls is still small, the improvement that has taken place is still more remarkable than the progress made by boys. On the whole the number of passes by all standards was nearly three times as great as in 1884-85. As regards the Primary examinations native girls were, moreover, under a great disadvantage, as a change was made in the school year, in consequence of the appointment of an Inspectress, the result being that in some districts the girls preparing for examinations had been under instruction for a very short period only at the time of inspection, and were not ready to present themselves.

Private candidates successful in the various examinations.

31. Of the male candidates successful in these examinations, 317 were private students. Of these 3 passed the B.A. examination, 18 the Intermediate examination (17 on the Arts and 1 on the Oriental side), 41 the Entrance examination (37 on the Arts and 4 on the Oriental side), 118 the Anglo-Vernacular, and 114 the Vernacular Middle School examination, and 20 the Upper Primary examination. The figures do not show on the whole a marked change since 1884-85, when 294 private candidates were successful in the corresponding examinations.

Chapter I. A. 32.

Introduction and General Summary.

Educational movements conducted by native societies or private individuals.

32. The last five years have been remarkable for educational movements inaugurated chiefly by native gentlemen and societies; and amongst them the following are the most important:—

The Aryá Samáj have collected very large subscriptions throughout the Province for the Dayá Nand Anglo-Vedic college and school, which they have established at Lahore. These institutions have made great progress during a short time, and are admirably managed. Several local institutions also, both for boys and girls, are maintained by the members of the Aryá Samáj.

The orthodox Hindús have established rival institutions at Lahore and Jullundur; but as they make no attempt to impart a high English education, it is not probable that they will meet with the same success.

Anglo-Vernacular schools for boys and Vernacular schools for girls have been established by Hindús in various localities.

At Rewárí in the Gurgáon District a society of the Dhúsars has collected a considerable amount for the erection of a boarding-house to accommodate boys of that caste attending the Municipal school; and a grant-in-aid has been sanctioned. This is a very useful measure, and is the more satisfactory as it seems to be almost the only instance of a spontaneous movement for the promotion of education in that part of the country, where the people have not generally the energy of Punjábís.

The Muhammadans generally have now fully awakened to the necessity for the extension of education amongst their community. The High school maintained by the Islámiya Society at Amritsar is making satisfactory progress, a large Anglo-Vernacular school at Qasúr has been recently established by a retired Muhammadan merchant, and receives a grant-in-aid from the Municipality. Unaided Anglo-Vernacular schools have been set on foot by Muhammadans at Lahore, Mooltan and Gujrát, and it has been resolved to introduce English into an Indigenous school at Lahore hitherto maintained for advanced instruction in Arabic. A number of Girls' schools also have been recently set on foot by Muhammadans, notably in the city of Lahore.

Subscriptions have been raised in several towns, including the frontier stations of Dera Ghází Khán and Kohát, for the addition of High departments to Middle Board schools, and in other places for the purpose of raising Primary schools to the Middle grade, introducing the study of English in Vernacular schools, establishing public libraries, providing prizes for athletic tournaments and carrying out a variety of measures of a useful kind.

Another important movement has resulted in the establishment of the Punjab Association in aid of social progress and education, and more especially female education, and the promotion of friendly intercourse between the English people and the people of India. The Association is a corresponding branch of the National Indian Association, maintained in London with similar objects, and is under the patronage of their Royal Highnesses the Duke and Duchess of Connaught, His Honour the Lieutenant-Governor, and the principal Punjab Chiefs; some of whom, and more especially His Highness the Mahárája of Patiála, have contributed liberally towards its support.

General progress.

33. The general progress made during the last five years is indicated chiefly by the very much larger proportion of male and female scholars in the higher stages of instruction, by the very large increase in the number of candidates successful in the various

examinations, by the number of Indigenous schools that have been brought under the grant-in-aid system, by the independent development of educational enterprise, as shown in the establishment of the Dayá Nand Anglo-Vedic college and school at Lahore and other educational institutions, and by the enormous increase in the income from tuition fees.

District accounts.

34. Government has ordered that sketches of the state of education in each District shall be prepared by Inspectors and inserted in the quinquennial reports on public instruction. These sketches will be found in Appendix A.

STATEMENT SHOWING ORDER OF MERIT OF DISTRICTS IN RESPECT OF BOYS AT SCHOOL.

1	2	3	4	5	6	7	8	9	10	11
Serial No.	Districts in order of merit according to (column 9) percentage of boys at school on numbers of school-going age.	Order of merit of districts according to percentage of boys in Secondary stage—column 11.	Male population.	Boys of school-going age.	Number of boys in public schools.	Number of boys in private schools examined for grants.	Total.	Percentage of boys at school on numbers of school-going age.	Boys in Secondary stage.	Percentage of boys in Secondary stage on numbers of school-going age.
1	Simla	14	27,593	4,139	764	32	796	19·23	29	·70
2	Amritsar	6	490,694	73,604	9,075	1,466	10,541	14 32	792	1·07
3	Jullundur	4	431,435	64,715	7,212	1,216	8,428	13 02	726	1·12
4	Gurdáspur	17	445,798	66,870	7,306	1,321	8,627	12 90	430	·64
5	Dera Gházi Khan ...	12	200,667	30,100	3,219	347	3,566	11·84	227	·75
6	Gujránwála	5	333,605	50,041	5,535	383	5,918	11·82	566	1·11
7	Siálkot	18	539,661	80,949	7,801	1,508	9,309	11·49	522	·64
8	Sháhpur	13	221,676	33,251	3,503	159	3,662	11·01	244	·73
9	Ludhiána	2	339,598	50,940	5,414	18	5,432	10·66	800	1·57
10	Lahore	1	510,358	76,553	7,678	422	8,100	10·58	1,463	1·91
11	Ráwalpindi	8	449,287	67,393	6,596	516	7,112	10·55	620	·91
12	Gujrát	10	362,162	54,324	5,338	342	5,680	10·45	427	·78
13	Mooltan	7	304,517	45,678	4,315	374	4,689	10 26	455	·99
14	Jhelum	15	313,448	47,017	4,417	302	4,719	10·03	320	·69
15	Delhi...	3	344,016	51,602	4,787	378	5,165	10·00	590	1·14
16	Hoshyárpur	2	481,526	72,229	5,992	679	6,671	9·23	381	·52
17	Dera Ismá'íl Kháu ...	9	238,468	35,770	2,731	426	3,157	8·82	321	·89
18	Bannú...	19	177,503	26,625	1,853	327	2,180	8·18	163	·61
19	Gurgáon	24	338,917	50,838	4,047	30	4,077	8·01	225	·44
20	Muzaffargarh ...	26	184,510	27,676	1,888	229	2,117	7·64	88	·31
21	Jhang	11	214,382	32,157	1,901	507	2,408	7·48	250	·77
22	Umballa	16	588,272	88,241	6,088	154	6,242	7·07	577	·65
23	Pesháwar	22	337,494	50,624	3,167	125	3,292	6 50	256	·50
24	Rohtak	25	296,224	44,434	2,484	120	2,604	5·86	184	·41
25	Ferozepore	20	425,067	63,760	3,700	...	3,700	5·80	386	·60
26	Kángra	29	380,867	57,130	3,112	36	3,148	5·51	144	·25
27	Montgomery	27	232,947	34,942	1,714	...	1,714	4·90	110	·31
28	Hazára	31	218,616	32,792	1,534	74	1,608	4·90	75	·22
29	Karnál	28	336,171	50,426	2,386	47	2,433	4·82	149	·29
30	Hissár	30	343,210	51,481	2,152	85	2,237	4 34	121	·23
31	Kohát	23	101,369	15,205	627	33	660	4·34	68	·44

Order of merit of districts in respect of boys at school.

35. The table above will show at a glance the comparative progress of different Districts. In the second column the Districts are arranged in order of merit, with regard to the proportion of boys of school-going age who attend public schools and indigenous and other private schools that have been brought under the influence of the Department. The third column shows the order in which Districts stand as regards the proportion of boys in the Secondary stage of education. The sixth column shows the number of boys in public schools, the seventh the number attending private schools examined for grants, the eighth the total number in public schools and in private schools examined by the Department, the ninth the percentage of boys attending these schools on the total number of school-going age,

Chapter I, A, 36. Introduction and General Summary.

the tenth the number of boys in the Secondary stage, and the eleventh the percentage of such boys on the total number of school-going age.

Generalization of the order of merit.

36. In fifteen Districts the percentage of boys of school-going age, who attend schools under the influence of the Department, is between 10 and 20 per cent., in eleven between 5 and 10 per cent., and in the remaining five between 4 and 5 per cent. The percentage of boys in the Secondary stage on the total number of school-going age is between 1 and 2 per cent. in six Districts, between ·5 and 1 per cent. in sixteen Districts, and between ·2 and ·5 per cent. in the remaining nine Districts. Although the order of merit in the second column differs considerably from that shown in the third, it will be found that those Districts, which stand well as regards the number of boys in the Secondary stage, generally show good results as regards the total number attending school and *vice versâ*. Thus in the six Districts with more than 1 per cent. in the Secondary stage, more than 10 per cent. are at school; in the sixteen Districts, where the number in the Secondary stage is between ·5 and 1 per cent., more than 5 per cent. attend school; in five out of the nine Districts with less than ·5 per cent. in the Secondary stage the total number at School is below 5 per cent., and in none of the other four Districts is it much over 8 per cent.

The Simla District.

37. It will be seen that Simla holds the first place in column 2. It can hardly be compared, however, with other Districts; it contains very little land and a very small rural population; and many boys from native territory attend the Municipal Board school. Any comparison based on the proportion of the boys of a school-going age, who are to be found at school, must therefore necessarily be fallacious.

Other Districts as regards boys at school.

38. Amritsar has the largest attendance of any District in the Province, and the largest also (except Simla) in proportion to the population. It contains the largest number of boys in public schools, and, with one exception, the largest number in private schools examined for grants. Jullundur and Gurdáspur stand next in order, as regards the percentage of boys of school-going age, who attend school. These are followed by Dera Gházi Khán; and it is not a little remarkable that so high a place should be held by a Frontier District. After these come Gujránwála and Siálkot, the latter remarkable as containing a larger number of boys in schools examined for grants than any other District, and next to Amritsar the largest number of boys in public schools. Sháhpur holds the next place, and it is very creditable that it should stand so well on the list. The Districts of the Delhi Circle hold a very inferior position; the Delhi District itself, notwithstanding the large number of boys attending schools in the city, is half way down the list, and the other Districts are far below it.

As regards boys in Secondary stage.

39. As regards boys in the Secondary stage, Lahore is considerably in advance of any other District; but this is due in a great measure to the large number of boys from other places, who attend the capital for their education. Ludhiána holds the second place, as regards both actual numbers and the percentage in the Secondary stage, Delhi stands next as regards the percentage of boys in the Secondary stage, though the actual number of such pupils is larger in several other Districts besides Lahore and Ludhiána. The fourth, fifth and sixth places are held by Jullundur, Gujránwála and Amritsar.

Combined order of merit.

40. Taking the combined results (and omitting Simla from the calculation), the first five places are held by Amritsar, Jullundur, Gujránwála, Ludhiána and Lahore, and the next five by Delhi, Dera Gházi Khán, Ráwalpindi, Mooltan and Sháhpur.

Obligations of District Boards as regards educational expenditure from District funds.

41. The table on pages 14 and 15 shows the extent to which District Boards and Committees fulfil their obligations with regard to expenditure on education. In order to understand this table, it is necessary to bear in mind what are the obligations of these Bodies as regards educational expenditure. This will be seen clearly from the following explanatory remarks, which are reprinted from last year's report:—

"It is laid down by Government that each District Committee or District Board shall, whenever it is required to do so by Government, provide such a minimum sum annually for expenditure on education, exclusive of charges for the construction and maintenance of buildings, as shall be equal to the total of—

"(*a*) All grants made to the Committee or Board by Government and all contributions received from Municipal Committees for the purpose;

"(*b*) The annual income of the Committee or Board from education fees; and

"(*c*) Twenty-five per cent. of the annual income of the District Fund, excluding education fees and grants from Government and Municipalities.

"The first section of the table shows how far District Committees have made provision in their budgets to expend the minimum amount that they may be required to expend by Government.

"It has been further laid down that, of the sum which each District Board may be required to provide annually for education, such portion shall, whenever the Government may so direct, be set apart for expenditure on Primary education, as shall not be less than the total of—

"(*a*) All Government and Municipal grants for, and all fees from, that class of instruction; and

"(*b*) Three-fifths of the District Fund income represented by item (*c*) in the preceding rule.

"The middle section of the table shows how far District Committees have made provision in their budgets to expend on Primary schools the minimum amount that they may be required by Government to expend on Primary education.

"In 1886-87 District Boards and Committees were relieved of certain charges on account of subordinate inspection, Normal schools, &c., aggregating Rs. 73,000 per annum, which are now paid from Provincial revenues.* On the other hand, they were required to pay certain charges for scholarships, aggregating nearly Rs. 18,000 per annum, which had been previously paid from Provincial revenues. The netcharges of which they were relieved, therefore, amounted to Rs. 55,000, which ought to be devoted to the improvement and extension of Primary education, and the encouragement of Indigenous schools. The last section of the table shows how far the sum of Rs. 55,000, placed at the disposal of the District Boards and Committees, together with any increased income that they may derive from fees and grants, has been expended on education. If the whole amount has been thus spent, the net expenditure must be at least equal to that incurred in 1885-86."

* The full effect of the arrangements then carried out as regards Provincial revenues is explained in para. 65.

Statement of Expenditure on Education

1	2	3	4	5	6	7	8	9	10	11	12
	Budget Provision for Education.								Budget		
Districts.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Twenty-five per cent. of District Fund Income, exclusive of the items in columns (2), (3), (4), (5), and (6).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings	Grants made by Government for Primary schools.	Contributions from Municipal Funds for Primary schools.	Subscriptions and Endowments.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Hissár	...	...	...	...	365	12,793	13,158	10,224	...	...	...
2. Rohtak	216	...	...	100	1,100	20,598	22,014	16,882	216	...	...
3. Gurgáon	...	...	...	...	1,500	23,444	24,944	25,741	...	...	...
4. Delhi	180	715	...	...	1,100	22,736	24,731	19,307	180	...	...
5. Karnál	400	...	...	...	1,200	16,742	18,342	16,396	400	...	...
6. Umballa	400	...	...	...	3,090	22,138	25,628	26,850	400	...	...
7. Simla	...	...	...	...	25	292	317	985	...	...	...
Total Delhi Circle	1,196	715	...	100	8,380	1,18,743	1,29,184	1,16,385	1,196	...	...
8. Kángra	250	...	...	...	850	22,037	23,137	15,768	250	...	...
9. Hoshiárpur... ...	360	...	...	...	3,000	35,040	38,400	27,922	360	...	...
10. Jullundur	180	594	...	...	2,500	32,836	36,110	35,322	180	...	...
11. Ludhiána	288	...	...	...	2,600	26,485	29,373	27,519	288	...	...
12. Ferozepore... ...	300	...	60	...	2,160	29,444	31,964	18,822	300	36	...
Total Jullundur Circle	1,378	594	60	...	11,110	1,45,842	1,58,984	1,25,353	1,378	36	...
13. Mooltan	400	...	...	...	450	20,700	21,550	18,670	400	...	...
14. Jhang	300	...	...	162	400	11,672	12,534	8,481	300	...	36
15. Montgomery ...	...	...	...	...	247	13,267	13,514	8,632	...	...	...
16. Lahore	180	648	...	...	777	21,958	23,563	19,240	180	...	...
17. Amritsar	400	...	...	...	2,400	23,260	26,060	28,300	400	...	...
18. Gurdáspur	252	...	...	...	3,800	34,102	38,154	34,000	252	...	...
Total Lahore Circle	1,532	648	...	162	8,074	1,24,959	1,35,375	1,17,323	1,532	...	36
19. Siálkot	...	...	840	40	3,300	33,501	37,691	31,590	...	120	40
20. Gujrát	...	...	...	100	3,300	14,542	17,642	17,875	...	...	...
21. Gujránwála... ...	400	...	282	...	3,800	14,064	18,546	20,338	400	72	...
22. Sháhpur	400	...	...	...	2,200	11,200	13,800	11,827	400	...	...
23. Jhelum	180	...	100	...	3,200	15,309	18,789	18,409	180	...	...
24. Ráwalpindi	400	460	...	...	1,500	21,495	23,855	22,042	400	...	...
25. Hazára	...	...	...	...	120	6,906	7,026	5,735	...	...	...
26. Pesháwar	...	...	...	...	250	14,572	14,822	14,150	...	..	...
27. Kohát	158	...	...	...	60	2,659	2,877	2,100	158	...	...
										...	...
Total Ráwalpindi Circle ...	1,538	460	1,222	140	17,730	1,34,248	1,55,038	1,44,066	1,538	192	40
28. Bannú	400	...	...	...	120	9,380	9,900	9,921	400	...	...
29. Dera Ismu'il Khán	220	216	...	36	50	10,667	11,189	8,751	220	...	36
30. Dera Ghási Khán...	400	...	...	...	250	8,713	9,363	12,564	400	...	...
31. Muzaffargarh ...	400	...	...	...	100	12,243	12,743	11,792	400	...	...
										...	
Total Deraját Circle	1,420	216	...	36	520	41,003	43,195	43,028	1,420	...	36
Grand Total for the Punjab ...	7,064	2,633	1,282	438	45,834	5,64,795	6,21,726	5,46,155	7,064	228	112

* Includes Rs. 258 paid from Provincial revenues on account of instruction grants to teachers in girls'

† The net expenditure from District funds, exclusive of expenditure on school buildings and exclusive of grants on account of High School scholarships to the District Committees of Simla and Kohát (together aggregating There were certain omissions, amounting to Rs. 5,831, which have now been supplied during the last year after

from the District Funds.

13	14	15	16	17	18	19	20	21	22	23	24
PROVISION FOR PRIMARY SCHOOLS.				ACTUALS FOR EDUCATION.							
Amount of fees as estimated.	Fifteen per cent. of the District Fund Income, exclusive of the items in columns (10), (11), (12) and (13).	Total of preceding columns, being the minimum provision that may be required by Government for Primary education.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.	Gross expenditure during the school year, other than that on school buildings.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Fees actually realised.	Net amount expended on all educational items except school buildings.	Net amount expended before localization, i.e., in 1885-86.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
365	7,675	8,040	8,652	8,950	...	...	...	...	466	8,484	8,141
700	12,359	13,275	10,510	15,720	216	...	...	48	822	14,634	16,209
700	14,066	14,766	13,536	23,406	...	...	...	...	1,532	21,874	21,274
500	13,837	14,517	12,010	17,639	180	715	...	...	*1,054	15,690	16,907
700	10,120	11,220	9,704	15,117	400	...	...	...	975	13,742	11,641
1,220	13,282	14,902	14,106	26,599	400	...	...	...	2,568	23,631	24,072
25	175	200	985	1,268	102	...	...	...	123	1,043	1,096
4,210	71,514	76,920	69,503	1,08,699	1,298	715	...	48	7,540	99,098	99,340
200	13,222	13,672	9,949	17,994	*508	...	57	1,469	912	15,048	12,340
2,600	21,024	23,084	16,879	25,736	360	...	68	96	1,893	23,319	22,711
1,500	19,941	21,621	19,403	33,236	180	594	...	...	2,271	30,191	29,079
1,400	16,071	17,759	15,060	24,391	288	...	...	100	2,380	21,623	21,723
500	17,919	18,755	11,030	16,911	300	...	60	...	2,023	14,528	14,430
6,200	88,177	95,791	72,321	1,18,268	1,636	594	185	1,665	9,479	1,04,709	1,00,283
380	12,420	13,200	14,114	17,660	400	...	...	...	511	16,749	15,425
250	7,045	7,681	5,108	8,431	300	...	...	151	580	7,391	8,883
247	7,560	7,813	5,878	8,162	...	...	...	48	492	7,622	5,597
428	13,324	13,932	11,552	18,750	180	648	...	...	1,323	16,599	15,975
1,600	13,956	15,956	16,890	29,073	400	...	...	...	5,017	23,656	21,993
3,200	18,174	21,626	19,249	29,799	252	...	...	...	2,779	26,768	25,340
6,105	72,485	80,158	72,791	1,11,875	1,532	648	...	199	10,711	98,785	93,213
2,500	20,329	22,989	18,930	29,754	...	...	726	...	2,907	26,121	22,168
1,200	9,010	10,210	8,113	17,554	...	...	271	88	2,710	14,485	15,107
3,000	8,558	12,030	15,380	18,037	400	...	286	13	3,548	13,790	14,477
300	6,720	7,420	7,046	12,206	400	...	...	...	2,262	9,544	8,292
1,300	9,185	10,665	11,563	16,763	180	...	96	81	3,285	13,131	15,255
700	13,086	14,186	15,809	21,103	400	460	...	...	1,422	18,881	16,129
80	4,150	4,230	4,147	5,663	...	...	...	...	119	5,544	6,054
150	8,742	8,892	8,622	12,130	...	...	...	...	276	11,854	10,622
60	1,596	1,814	1,472	1,952	158	...	...	...	42	1,752	1,289
9,290	81,376	92,486	91,682	1,35,222	1,538	460	1,379	182	16,571	1,15,092	1,09,393
20	5,028	6,048	6,035	7,599	400	...	...	...	137	7,062	8,407
50	6,400	6,706	5,168	9,335	220	216	...	36	86	8,777	7,519
50	5,218	5,668	6,700	13,798	400	...	...	...	124	13,269	10,280
35	7,355	7,790	7,180	11,065	400	...	...	..	63	10,602	8,998
155	24,601	26,212	25,083	41,792	1,420	216	...	36	410	39,710	35,204
25,960	3,38,153	3,71,517	* 3,31,380	5,15,856	7,424	2,033	1,564	2,130	*44,711	4,57,304	†4,37,433

Board schools and contributions towards the pay of needle-women employed therein.

the grants made by Government by remission of their contribution of 20 per cent. to Provincial revenues, and Rs. 6,906), was Rs. 4,31,602, according to the statistics for 1885-86, as supplied to the Director of Public Instruction. correspondence with Deputy Commissioners and the other officers concerned.

Chapter I, A, 42.

Introduction and General Summary.

How far obligations as to the minimum expenditure have been fulfilled.

42. The first section of the table shows that the provision made by District Boards and Committees in their budgets fell short of the minimum, that might be required by Government, by nearly Rs. 76,000; and it may be seen from column 17 that the actual expenditure fell short by a large sum of the budget provision. The figures show, however, a considerable improvement over the previous year, when the budget provision fell short of the minimum provision, that might be required by Government, by Rs. 83,000, and the actual expenditure was less by Rs. 32,000 than during the year under report. A comparison of column 23 with column 7 shows that the net expenditure from District funds now exceeds four-fifths of the net expenditure that might be required by Government.

How far obligations as regards Primary education have been fulfilled.

43. From the second section of the table it appears that the provision made in District Fund Budgets for the maintenance of Primary schools falls short of the provision, that might be required by Government for Primary education, by Rs. 40,000. The difference is less by about Rs. 5,000 than in the previous year. The amount shown in column 16, moreover, represents the provision made for the maintenance of Primary schools, and not the entire provision for Primary education, which would include the estimated cost of furniture and apparatus, and for the Primary department of Secondary schools, grants to Indigenous schools, and other items. Government may require District Boards to set apart one-fourth of their net income for education, exclusive of school buildings, and three-fifths of that amount for Primary education. Now the amount provided for education generally is, as I have shown, below what might be required; but from a comparison of column 9 with column 16, it will be seen that, of the budget provision actually made for education, more than three-fifths is for the maintenance of Primary schools, and this, as explained above, does not include the entire cost of Primary education. It is evident, therefore, that the action of District Boards leaves nothing to be desired, so far as regards the proportion of the funds provided for educational purposes, that is devoted to Primary education.

How far funds placed at the disposal of District Boards have been expended.

44. Turning now to the third section of the table, we find that the net expenditure during the past year exceeded that incurred in 1885-86 by Rs. 20,000.* In other words, a sum exceeding by the above amount the Rs. 55,000 placed at the disposal of District Committees for the extension of Primary education, together with the increased income from fees, was expended by these Bodies during the past year. In the great majority of Districts the expenditure was larger than that incurred in 1885-86, and in very few instances has there been more than a small reduction.

Order of merit of Districts as regards expenditure from District funds.

45. The following statement shows the order of merit of Districts with regard to their net expenditure from District funds, as compared with the amount that they might be required to spend. In the third column the order of merit of Districts in respect of the percentage of boys at school is entered for the purpose of comparison.

* The increase since 1884-85, as stated above (para. 23), is Rs. 39,000. That since 1885-86 being Rs. 20,000 only, it would appear that there must have been an increase of Rs. 19,000 in 1885-86. A comparison of the returns for 1884-85 and 1885-86 shows an increase of Rs. 13,000 in the expenditure, exclusive of school buildings. The balance of Rs. 6,000 is due to omissions in the statistics for 1885-86, as supplied to the Director of Public Instruction and since corrected (*vide* note in statement).

STATEMENT SHOWING ORDER OF MERIT OF DISTRICTS IN RESPECT OF EXPENDITURE FROM DISTRICT FUNDS.

1	2	3	4	5	6
Serial No.	Districts in order of merit according to column 6.	Order of merit of Districts in respect of percentage of boys at school.	Net expenditure that might be required from District funds.	Net expenditure incurred.	Percentage of actual net expenditure on what might be required.
1	Simla	1	292	1,043	357·19
2	Dera Gházi Khán	5	8,713	13,250	152·17
3	Umballa	22	22,138	23,631	106·74
•4	Amritsar	2	23,260	23,656	101·70
5	Gujrát	12	14,542	14,485	99·60
6	Gujránwála	6	14,064	13,790	98·05
7	Gurgáon	19	23,444	21,874	93·30
8	Jullundur...	3	32,836	30,191	91·94
9	Ráwalpindí	11	21,495	18,881	87·83
10	Muzaffargarh	20	12,243	10,602	86·59
11	Jhelum	14	15,309	13,121	85·70
12	Sháhpur	8	11,200	9,544	85·21
13	Dera Isma'íl Khán	17	10,667	8,777	82·28
14	Karnál	29	16,742	13,742	82·08
15	Ludhiána	9	26,485	21,623	81·64
16	Pesháwar	23	14,572	11,854	81·34
17	Mooltan	13	20,700	16,740	80·91
18	Hazára	28	6,906	5,544	80·27
19	Gurdáspur	4	34,102	26,768	78·49
20	Siálkot	7	33,501	26,121	77·97
21	Lahore	10	21,958	16,599	75·59
22	Bannú	18	9,380	7,062	75·28
23	Rohtak	24	20,598	14,634	71·04
24	Delhi	15	22,736	15,690	69·01
25	Kángra	26	22,037	15,048	68·28
26	Hoshiárpur	16	35,040	23,319	66·54
27	Hissár	30	12,793	8,484	66·31
28	Kohát	31	2,659	1,752	65·88
29	Jhang	21	11,672	7,391	63·32
30	Montgomery	27	13,267	7,622	57·45
31	Ferozepore	25	20,444	14,528	49·34

It will be observed that four Districts expend more than might be required; eighteen less than the whole, but more than three-fourths of what might be required; eight Districts between one-half and three-fourths of what might be required, and one rather less than half.

The third column, as compared with the second, shows what appear at first to be some curious anomalies. Thus Umballa, which stands third in order of merit as regards expenditure, and spends more than might be required by Government on education generally, and more, it may be added, on Primary education, holds the twenty-second place only as regards the percentage of boys at school. This is due to the fact, that Umballa, which has a larger population than any other District in the Province, does not enjoy an income in proportion to its population. The position of Gujrát in column 3 is due to the fact, that the income is low as compared with the population, and that the expenditure on Primary schools is also somewhat lower than the average, in proportion to the total expenditure on education from District funds. The comparatively low percentage of boys at school in Gurgáon, Muzaffargarh and Karnál is due mainly to the small desire for education that exists in these Districts. Gurdáspur and Siálkot are rich districts and spend a large amount, though it falls far below what might be required; hence though they do not stand high in the second column, they have a large percentage of boys at school and hold a good place in column 3.

Chapter I, A, 46.

Introduction and General Summary.

Detailed report as regards expenditure from District funds.

46. During the past year a detailed report on the whole subject of expenditure from District funds was submitted to Government in accordance with the instructions contained in the review on my last report. The results were considered very satisfactory on the whole; and in cases where District Committees had done less than they ought, and the intervention of Government was thought desirable, Commissioners were addressed in accordance with the orders of His Honor the Lieutenant-Governor, and requested to issue instructions calling upon the Boards to take the necessary action in the matter.

Obligations of Municipal Committees with regard to expenditure on education.

47. The table extending from page 20 to page 29 is intended to show how far Municipal Committees fulfil their educational obligations.

Orders of Government on the subject.

48. It has been ruled that every Municipal Committee shall, if required to do so by Government, provide such a minimum sum annually for expenditure on education, exclusive of charges on account of the construction and maintenance of buildings, as shall be equal to the total of—

(*a*) all grants made to the Committee by Government, and all contributions received from District Boards and Committees for the purpose;

(*b*) the annual income of the Committee from education fees; and

(*c*) ten per cent. of the annual income of the Municipal funds, excluding education fees and grants from Government.

Grants to Municipalities.

49. Fixed grants are paid by the Accountant-General to most of the principal, and to many of the minor, Municipalities, in accordance with the arrangements above referred to in para. 22, to enable these Bodies to meet the additional expenditure that was thrown on them when Government schools were localized in April 1886. The amounts paid on this account are entered in the second column of the statement.

Educational Budget of Municipalities.

50. The first section of the statement shows how far Municipal Committees have made provision in their budgets for the minimum expenditure that may be required by Government.

Increased fees in localized schools.

51. Since Government schools were localized, the income from tuition fees has very largely increased; and Municipal Committees have reaped the benefit of this increase. The second section of the table shows how far the additional income from tuition fees has been expended on education. Where the net expenditure is as high or higher than before, it is evident that the fees have been so expended. Where the net expenditure is less than before, the fees have been utilized, to a greater or less extent, in relieving the Municipality of charges which it previously bore.

Principal and minor Municipalities.

52. As desired by Government in the review on my last annual report, the figures are given separately for the principal Municipalities, and in a lump sum for the minor Municipalities, in each District. Amongst the principal Municipalities I have included all Municipalities within whose limits Anglo-Vernacular High schools, Board, Aided or Unaided, are situated, and all Municipalities that are in charge of the Departmental schools formerly known as "District Schools." It will be seen that several of the Municipalities, for which separate figures are given under this arrangement, have but a somewhat small income at their disposal.

53. A comparison of columns 7 and 8 will show that the provision made in Municipal budgets falls short of the minimum expenditure, for which provision might be required, by Rs. 1,53,000. It will be observed, also, that it is in the case of the principal Municipalities that there is so great a difference between the provision made in the budget and that which might be required, than that in the minor Municipalities the difference is comparatively trifling. This is due to the fact, that the grants paid to the former by the Accountant-General, as shown in column 2, are very large, and hence the amount that they might be required to spend is large also; whilst a small amount only is paid to the minor Municipalities.

How far Municipalities fulfil their educational obligations as regards the minimum expenditure that may be required.

54. An examination of the second section of the table will show that the net expenditure of the principal Municipalities is equal within Rs. 1,000 to that incurred in 1885-86. In other words, these Bodies, taken as a whole, have utilized the additional income from fees on the extension of education, and not in relieving themselves of educational expenditure. This remark, however, though true on the whole, is by no means applicable to every individual Municipality. The minor Municipalities would appear to have profited to the extent of about Rs. 9,000 by the increased income from fees, their net expenditure having been reduced by that amount.* Though the minor Municipalities have profited in this respect, a comparison of column 14, however, with column 6 will show that, whilst the actual net expenditure incurred by the minor Municipalities is equal to nearly four-fifths of the net amount they might be required to expend, the net expenditure of the principal Municipalities is hardly a third of that which might be required.

How far additional income from fees has been spent on education.

55. An examination of the figures for different Districts shows some surprising results. The net expenditure of many of the minor Municipalities and some of the poorer amongst those classed as 'principal Municipalities' is considerably in excess of ten per cent. of their net income, which is the minimum that might be required. Amongst these Siálkot and Gujránwála are deserving of special mention. The net expenditure of the former is larger than that of any other Municipality except Amritsar, and the latter is for its size one of the most advanced towns in the Province, from an educational point of view.

Net expenditure of individual Municipalities.

Large Municipalities like Delhi, Lahore and Simla, on the other hand, have in many cases utilized their fees to reduce their expenses; and their net expenditure is comparatively small. Thus Delhi spends about a fifth of what might be required, and Lahore about a twelfth; whilst Simla, with an income of nearly 2½ lakhs, expended last year about Rs. 400 on education. In a few cases the fixed grants from Government and other contributions together with the fees actually exceeded the gross expenditure. In all the richer Municipalities the net expenditure is small as compared with the income; and in Amritsar, which spends more than any other Municipality, and is most liberally disposed, it is little more than two-fifths of the ten per cent. that might be demanded.

*From para. 24 it would appear that the net expenditure of all Municipalities, including building charges, has increased since 1884-85 by Rs. 4,000, and that excluding building charges it has decreased by Rs. 1,000. The decrease since 1885-86 being Rs. 10,000, we should expect a difference of Rs. 9,000 in the expenditure, exclusive of buildings, in 1884-85 and 1885-86, whereas from the annual returns it would appear to be about the same in these two years. The reason is that certain omissions, amounting to over Rs. 9,000, occurred in the statistics supplied to the Director of Public Instruction for 1885-86; and the necessary correction has now been made in the statement (*vide* note in statement).

Statement of Expenditure on Education from Municipal

Chapter I. A, 47

Introduction and General Summary.

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District funds.	Subscriptions and endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4) and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hissár	Bhiwáni	2,639	...	..	1,200	4,440	8,279	6,492
	Sirsa	2,113	...	...	600	2,522	5,235	4,130
	Minor	300	1,134	...	1,527	3,763	6,724	4,991
	Total Hissár ...	5,052	1,134	...	3,327	10,725	20,238	15,613
Rohtak	Rohtak	2,801	312	...	2,100	1,025	6,238	5,870
	Minor	600	2,948	...	1,895	2,511	7,954	8,845
	Total Rohtak ...	3,401	3,260	...	3,995	3,536	14,192	14,715
Gurgáon	Rewári	5,133	1,004	...	3,500	3,000	12,637	11,864
	Minor	...	2,688	...	630	2,622	5,940	6,018
	Total Gurgáon ...	5,133	3,692	...	4,130	5,622	18,577	17,882
Delhi	Delhi	14,870	1,505	...	6,500	36,215	59,090	32,244
	Minor	300	...	...	820	1,917	3,037	2,579
	Total Delhi ...	15,170	1,505	...	7,320	38,132	62,127	34,823
Karnál	Karnál	2,662	180	...	1,000	1,993	6,435	4,684
	Minor	612	1,080	...	1,100	3,627	6,479	6,328
	Total Karnál ...	3,274	1,260	...	2,760	5,620	12,914	11,012
Umballa ...	Umballa	2,794	...	204	1,500	2,580	7,078	5,124
	Jagádhari	3,479	120	...	1,000	1,900	6,199	6,468
	Minor	1,056	2,258	63	2,100	2,830	8,307	8,524
	Total Umballa ...	7,329	2,378	267	4,600	7,010	21,584	20,116
Simla	Simla	2,613	...	...	1,518	24,070	29,101	4,200
	Total Simla ...	2,613	...	...	1,518	24,070	29,101	4,200
	Total Principal ...	39,104	3,121	204	19,518	78,345	1,40,292	81,076
	Total Minor ...	2,868	10,108	63	8,132	17,270	38,441	37,285
	Grand Total Delhi Circle	41,972	13,229	267	27,650	95,615	1,78,733	1,18,361

Funds during the School year completed in 1889-90.

9	10	11	12	13	14	15	16
Actuals for Education.							
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District funds.	Subscriptions and endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended before localization, i. e., in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
5,769	2,639	...	...	1,618	1,512	1,383	
4,184	2,113	...	...	800	1,271	1,624	
4,939	300	1,110	...	1,462	2,067	2,276	
14,892	5,052	1,110	...	3,880	4,850	5,283	
5,475	2,801	312	...	2,003	359	584	
8,272	600	2,948	...	1,899	2,825	2,806	
13,747	3,401	3,260	...	3,902	3,184	3,390	
11,761	5,133	1,004	...	4,196	1,428	2,751	
5,773	...	2,688	...	677	2,408	1,765	
17,534	5,133	3,692	...	4,873	3,836	4,516	
29,050	14,870	...	...	6,445	7,735	9,223	
4,023	300	1,524	...	804	1,395	1,400	
33,073	15,170	1,524	...	7,249	9,130	10,623	
4,762	2,662	180	...	1,334	586	1,014	
6,216	612	1,096	...	1,663	2,845	3,599	
10,978	3,274	1,276	...	2,997	3,431	4,613	
5,423	2,794	...	204	1,845	580	526	
5,901	3,479	129	...	1,287	1,015	1,035	
7,609	1,056	2,258	...	2,076	2,219	3,195	
18,933	7,329	2,378	204	5,208	3,814	4,756	
4,678	2,613	...	...	1,658	407	1,107	
4,678	2,613	...	...	1,658	407	1,107	
77,003	39,104	1,616	204	21,186	14,893	19,247	
36,832	2,868	11,624	...	8,581	13,759	15,041	
1,13,835	41,972	13,240	204	29,767	28,652	34,288	

Statement of Expenditure on Education from Municipal

Chapter I, A, 47. Introduction and General Summary.

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District funds.	Subscriptions and endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4) and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Kángra	Núrpur	2,090	276	...	800	631	4,697	5,280
	Minor	...	...	...	...	1,328	1,328	276
	Total Kángra ..	2,090	276	...	800	1,959	6,025	5,556
Hoshiárpur ...	Hoshiárpur	8,502	...	...	4,830	3,096	16,428	14,399
	Minor	...	4,613	199	2,549	2,706	10,067	8,190
	Total Hoshiárpur ...	8,502	4,613	199	7,379	5,802	26,495	22,589
Jullundur	Jullundur	(a) 5,418	474	960	2,600	4,219	13,671	11,456
	Ráhon	3,388	180	...	1,500	772	5,840	5,172
	Minor	691	3,788	...	2,510	3,249	10,238	10,088
	Total Jullundur ...	9,497	4,442	960	6,610	8,240	29,749	27,316
Ludhiána	Ludhiána	5,335	1,800	...	4,000	7,204	18,339	17,035
	Minor	...	215	...	1,603	2,411	4,229	5,569
	Total Ludhiána ...	5,335	2,015	...	5,603	9,615	22,568	22,604
Ferozepore ...	Ferozepore	2,583	1,440	...	1,800	3,446	9,266	10,484
	Minor	..	...	...	350	2,303	2,653	2,666
	Total Ferozepore ...	2,583	1,440	...	2,150	5,746	11,919	13,150
	Total Principal ...	28,216	4,170	960	15,580	19,365	68,241	63,826
	Total Minor ...	691	8,616	199	7,012	11,997	28,515	27,389
	Grand Total Jullundur Circle ...	28,907	12,786	1,159	22,592	31,362	96,756	91,215

(a) The Municipal Committee of Jullundur by an oversight estimated their annual income from Provincial

Funds during the School year completed in 1889-90—continued.

9	10	11	12	13	14	15	16
Actuals for Education.							
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District funds.	Subscriptions and endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended before localization, i. e., in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
4,979	2,990	66	...	707	1,216	1,084	
276	...	...	...	...	276	1,621	
5,255	2,990	66	...	707	1,492	2,705	
13,629	8,502	...	...	4,577	550	952	
7,933	...	4,565	199	2,654	515	1,549	
21,562	8,502	4,565	199	7,231	1,065	2,501	
12,150	5,418	587	551	3,274	2,320	1,957	
5,712	3,388	180	...	1,601	543	408	
10,591	691	4,091	...	2,834	2,975	3,764	
28,453	9,497	4,858	551	7,709	5,838	6,129	
15,476	5,335	1,815	...	4,559	4,767	5,243	
6,224	...	1,326	7	2,123	2,768	3,082	
22,700	5,335	3,141	7	6,682	7,535	8,325	
8,697	2,583	1,248	58	2,802	2,006	2,686	
3,838	...	1,261	..	432	2,145	2,228	
12,535	2,583	2,509	58	3,234	4,151	4,914	
61,643	28,216	3,896	609	17,520	11,402	12,330	
28,862	691	11,243	206	8,043	8,679	12,244	
90,505	28,907	15,139	815	25,563	20,081	24,574	

revenues at Rs. 5,418 instead of Rs. 6,018, and the same amount was credited to it by the Treasury.

Chapter I, A. 47.

Introduction and General Summary.

Statement of Expenditure on Education from Municipal

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District funds.	Subscriptions and endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4) and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Mooltan	Mooltan	4,144	320	...	5,000	10,976	20,440	16,532
	Minor	...	1,976	..	592	1,840	4,408	5,093
	Total ...	4,144	2,296	...	5,592	12,816	24,848	21,625
Jhang	Jhang	5,705	125	480	3,300	3,093	12,703	10,983
	Minor	420	100	...	1,200	883	2,603	2,460
	Total ...	6,125	225	480	4,500	3,976	15,306	13,443
Montgomery ...	Montgomery	...	...	..	...	...	...	...
	Minor	360	1,691	...	1,525	1,637	5,213	4,950
	Total ...	360	1,691	...	1,525	1,637	5,213	4,950
Lahore	Lahore	16,977	304	...	5,000	33,229	55,510	27,569
	Minor	600	2,448	...	1,502	4,305	8,855	7,321
	Total ...	17,577	2,752	...	6,502	37,534	64,365	34,890
Amritsar... ...	Amritsar	23,939	...	...	6,500	32,319	62,758	38,000
	Minor	...	1,200	...	1,210	1,450	3,860	1,716
	Total ...	23,939	1,200	...	7,710	33,769	66,618	39,716
Gurdáspur ...	Gurdáspur	8,167	876	...	3,600	602	13,245	12,478
	Batála	3,318	36	...	2,300	2,100	7,754	7,676
	Minor	900	3,268	...	3,735	2,958	10,861	10,219
	Total ...	12,385	4,180	...	9,635	5,660	31,860	30,373
	Total Principal .	62,250	1,661	480	25,700	82,319	1,72,410	1,13,238
	Total Minor	2,280	10,683	...	9,764	13,073	35,800	31,759
	Grand Total Lahore Circle	64,530	12,344	480	35,464	95,392	2,08,210	1,44,997

Funds during the School year completed in 1889-90—continued.

9	10	11	12	13	14	15	16
Actuals for Education.							
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant General.	Contributions made by District funds.	Subscriptions and endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
14,920	4,144	245	...	6,185	4,346	6,049	
4,973	...	1,832	...	787	2,354	1,438	
19,893	4,144	2,077	...	6,972	6,700	7,487	
11,521	5,705	125	480	4,000	1,211	1,997	
2,308	420	100	...	1,321	467	959	
13,829	6,125	225	480	5,321	1,678	2,956	
...	...	...	...	...	...	...	
4,350	360	1,361	...	1,573	1,056	3,390	
4,350	360	1,361	...	1,573	1,056	3,390	
27,306	16,977	304	...	7,258	2,767	4,250	
8,156	600	2,529	...	2,114	2,913	4,287	
35,462	17,577	2,833	...	9,372	5,680	8,537	
45,306	23,939	...	...	8,668	12,699	13,121	
3,966	...	1,096	...	1,486	1,384	2,044	
49,272	23,939	1,096	...	10,154	14,083	15,165	
13,363	8,167	1,258	...	4,320	—382	358	
7,739	3,318	36	....	2,351	2,034	1,890	
10,399	900	3,785	...	4,013	1,701	4,847	
31,501	12,385	5,079	..	10,684	3,353	7,095	
1,20,156	62,250	1,968	480	32,782	22,675	27,665	
34,151	2,280	10,703	...	11,294	9,875	16,965	
1,54,307	64,530	12,671	480	44,076	32,550	44,630	

Statement of Expenditure on Education from Municipal

Chapter I, A, 47. Introduction and General Summary.

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant General.	Contributions from District funds.	Subscriptions and endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4) and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Siálkot	Siálkot	552	540	...	2,400	7,400	10,892	11,737
	Minor	1,212	3,082	...	4,650	2,024	10,968	8,642
	Total Siálkot ...	1,764	3,622	..	7,050	9,424	21,860	20,370
Gujrát	Gujrát	5,053	720	...	4,500	1,475	12,348	9,249
	Minor	...	...	...	300	1,477	1,777	1,052
	Total Gujrát ...	5,053	720	...	4,800	2,952	14,125	10,301
Gujránwála ...	Gujránwála	3,029	..	...	2,500	4,537	10,066	13,966
	Wazírábád	...	...	...	...	1,939	1,939	1,237
	Minor	...	1,296	...	601	1,421	3,318	2,381
	Total Gujránwála ...	3,029	1,296	...	3,101	7,897	16,223	17,584
Sháhpur	Bhera	3,874	120	...	2,400	1,286	7,680	7,958
	Minor	...	420	840	775	2,275	4,310	4,741
	Total Sháhpur ...	3,874	540	840	3,175	3,561	11,990	12,699
Jhelum	Jhelum	1,590	854	...	2,400	2,746	7,590	6,938
	Minor	600	312	...	2,000	2,259	5,171	3,762
	Total Jhelum ...	2,190	1,166	...	4,400	5,005	12,761	10,700
Ráwalpindi ..	Ráwalpindi	...	...	...	1,800	18,345	20,145	7,362
	Minor	...	420	...	956	3,687	5,063	3,454
	Total Ráwalpindi ...	...	420	...	2,756	22,032	25,208	10,816
Hazára	Abbottábád	1,921	216	...	1,000	413	3,550	3,330
	Minor	...	360	...	575	1,418	2,353	2,704
	Total Hazára ...	1,921	576	...	1,575	1,831	5,903	6,034
Pesháwar	Pesháwar	420	...	..	1,580	14,617	16,617	16,674
	Minor	...	...	...	...	...	...	...
	Total Peshawar ...	420	...	...	1,580	14,617	16,617	16,674
Kohát	Kohát	2,461	...	...	1,000	1,743	5,204	3,740
	Minor	...	...	...	...	...	...	...
	Total Kohát ...	2,461	...	...	1,000	1,743	5,204	3,740
	Total Principal ...	20,400	2,450	...	19,580	54,501	96,931	82,197
	Total Minor ...	1,812	5,890	840	9,857	14,561	32,960	26,736
	Grand Total Ráwalpindi Circle	22,212	8,340	840	29,437	69,063	1,29,891	1,08,933

Funds during the School year completed in 1889-90—continued.

9	10	11	12	13	14	15	16
Actuals for Education.							
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District funds.	Subscriptions and endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended before localization, *i. e.*, in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
11,545	552	564	...	2,303	8,126	2,211	
11,254	1,212	3,280	...	3,743	3,019	3,839	
22,799	1,764	3,844	...	6,046	11,145	6,050	
10,592	5,653	720	...	4,811	— * 592	600	* Profit of Rs. 592.
993	...	...	...	347	646	241	
11,585	5,653	720	...	5,158	54	841	
11,920	3,929	...	55	2,598	5,338	3,983	
973	...	...	...	...	973	669	
3,505	...	1,087	47	681	1,690	1,665	
16,398	3,929	1,087	102	3,279	8,001	6,317	
8,605	3,874	40	...	3,126	1,565	1,162	
4,510	...	341	840	1,205	2,124	2,066	
13,115	3,874	381	840	4,331	3,689	3,228	
6,256	1,590	585	...	2,493	1,588	1,990	
3,456	600	232	...	1,943	681	866	
9,712	2,190	817	...	4,436	2,269	2,856	
5,973	...	...	...	2,215	3,758	4,343	
4,606	...	300	...	1,119	2,187	1,262	
9,579	...	300	...	3,334	5,945	5,605	
2,720	1,921	216	...	1,035	— † 452	452	† Clear gain of Rs. 452.
2,340	...	360	...	498	1,482	1,465	
5,060	1,921	576	...	1,533	1,030	1,917	
5,401	420	...	15	1,437	3,529	1,697	
...	...	...	...	...	...	...	
5,401	420	...	15	1,437	3,529	1,697	
4,002	2,461	...	...	1,128	413	742	
...	...	...	...	...	...	...	
4,002	2,461	...	...	1,128	413	742	
67,987	20,400	2,125	70	21,146	24,246	17,849	
29,664	1,812	5,600	887	9,536	11,829	11,404	
97,651	22,212	7,725	957	30,682	36,075	29,253	

Statement of Expenditure on Education from Municipal

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District funds.	Subscriptions and endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4) and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Bannú	Bannú	...	...	...	...	...	...	...
	Minor	...	1,950	...	369	4,021	6,340	5,274
	Total Bannú ...	...	1,950	...	369	4,021	6,340	5,274
Dera Isma'íl Khán	Dera Isma'íl Khán ...	180	432	221	1,300	3,660	5,793	4,559
	Minor	...	1,308	...	140	1,822	3,270	3,312
	Total D. I. Khán ...	180	1,740	221	1,440	5,482	9,063	7,871
Dera Gházi Khán...	Dera Gházi Khán ...	2,915	...	...	2,000	3,502	8,417	8,875
	Minor	...	1,620	308	117	1,903	3,948	3,596
	Total D. G. Khán ...	2,915	1,620	308	2,117	5,405	12,365	12,471
Muzaffargarh ...	Muzaffargarh	...	...	...	...	...	...	...
	Minor	300	2,392	...	470	1,754	4,916	4,378
	Total Muzaffargarh ...	300	2,392	...	470	1,754	4,916	4,378
	Total Principal ...	3,095	432	221	3,300	7,162	14,210	13,434
	Total Minor.	300	7,270	308	1,096	9,500	18,474	16,560
	Grand Total Derajat Circle	3,395	7,702	529	4,396	16,662	32,684	29,994
	Grand Total Principal	1,53,065	11,834	1,865	83,628	2,41,692	4,02,084	3,53,771
	Grand Total Minor ...	7,951	42,567	1,410	35,861	66,401	1,54,190	1,39,729
	Grand Total for the Punjab	1,61,016	54,401	3,275	1,19,489	3,08,093	6,46,274	4,93,500

(a). The net expenditure from Municipal funds, exclusive of expenditure on school buildings, was Rs. 1,32,422, omissions, which have now been supplied during the past year after a careful examination of the accounts

Funds during the School year completed in 1889-90—concluded.

9	10	11	12	13	14	15	16
Actuals for Education.							
Gross expenditure during the school year, other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District funds.	Subscriptions and endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended before localization, i. e., in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	
4,994	...	975	...	371	3,648	1,994	
4,994	...	975	...	371	3,648	1,994	
5,392	180	432	221	1,305	3,254	1,975	
3,326	...	1,308	...	301	1,717	* 1,788	* Exclusive of Rs. 168 on account of Baidyr-pur Municipality which was abolished in 1886.
8,718	180	1,740	221	1,606	4,971	3,763	
8,898	2,915	...	...	2,516	3,467	1,531	
3,751	...	1,840	308	109	1,494	1,200	
12,649	2,915	* 1,840	308	2,625	4,961	2,731	
...	...	...	...	...	...	...	
4,232	300	2,305	...	648	979	† 732	† Exclusive of Rs. 720 on account of Municipalities which have ceased to exist since 1886, as shown in the District Report.
4,232	300	2,305	...	648	979	732	
14,290	3,095	432	221	3,821	6,721	3,506	
16,303	300	6,428	308	1,429	7,838	5,714	
30,593	3,395	6,860	529	5,250	14,559	‡ 9,220	‡ Exclusive of Rs. 888 as explained above.
3,41,079	1,53,065	10,037	1,584	96,455	79,937	80,597	
1,45,812	7,951	45,598	1,401	38,883	51,980	61,368	
4,86,891	1,61,016	55,635	2,985	1,35,338	1,31,917	(a) 1,41,965	

BENGAL SECRETARIAT

according to the statistics for 1885-86, as supplied to the Director of Public Instruction. There were certain by the Inspectors of Schools.

Chapter I, A, 56

Introduction and General Summary

Poorer Municipalities at a disadvantage as regards net expenditure

56. It is explained in Chapter IV, paras. 209 and 210, how it has happened, that the poorer Municipalities are, as a rule, at a considerable disadvantage, as compared with those that enjoy a larger income; and it is shown, also, how the anomalies of the present system will be gradually removed. It may be added, that in those few cases where Municipalities have made an actual profit, Commissioners have been requested to take measures to prevent the recurrence of such a thing in future.

Management of District Board schools.

57. The management of District Board schools has, on the whole, improved greatly since 1884-85. It may be said to depend mainly on the attitude of the District Officers and the efficiency of the District Inspectors. In the frontier Districts and in many others the management is virtually in the hands of the Deputy Commissioner or other officer, to whom the supervision over educational affairs is deputed; and even where District Committees take a real interest in the management of their schools, they generally follow the lead of these officers. The attitude of Deputy Commissioners with regard to both physical and intellectual education differs greatly. Many take a warm and genuine interest in the subject, and fully realize its importance, and much of the progress that has been effected is due to their exertions; some, though favourably disposed on the whole, assign a very secondary place to educational matters; whilst a few have no kind of sympathy with the educational policy of Government, and although this cannot be altogether ignored, such action as they feel obliged to take is of a perfunctory character. If this occurs in a backward District, any interest in the schools, that may have been evoked by a previous Deputy Commissioner, disappears, and there is little hope of improvement pending another change in the District Officer. Where, however, there is a real desire for education, and the schools have once attained a satisfactory footing, the routine goes on as usual. In every case the District Board and the Deputy Commissioner must both be dependent to a large extent on the recommendations of the District Inspector, as he alone is able, by his knowledge of the requirements of the Code and of local details, to supply the information that is essential to the satisfactory administration of school affairs.

Management of Municipal Board schools.

58. Municipal Committees generally appear to be more alive to their educational duties than was the case in 1884-85. The management of Municipal schools is fairly good on the whole, and tends gradually to improve; and though complaints are made by Inspectors of apathy in some cases, and of delay in replying to references and filling up appointments in others, Municipalities are in general more ready than they were formerly to carry out suggestions for the improvement of the schools under their management, more especially in cases where Educational Sub-Committees have been appointed. Very much depends on the Deputy Commissioner or other officer who superintends the educational affairs of the District, though not in general to quite the same extent as is the case with District Boards. In the frontier Districts, however, and in some others, the great majority of Municipal schools are, like the District Board schools in the Districts, managed virtually by District Officers.

SECTION B—EDUCATION COMMISSION'S RECOMMENDATIONS

Measures carried out in accordance with the recommendations of the Education Commission and the orders of the Government of India

59. The following is a summary of the most important measures, that have been carried out during the last five years, in accordance with the principles laid down by the Government of India with regard to the recommendations of the Education Commission, or enunciated on subsequent occasions.

Chapter I. B, 60

Education Commission's Recommendations.

Circles of inspection reconstituted and inspecting staff strengthened

60. In the year 1886-87, the Circles of inspection were redistributed, and a fifth Circle was organised; additional Assistant Inspectors were appointed; and considerable improvement was effected in the position and prospects of District Inspectors. By these and other measures the efficiency of the inspecting staff was largely augmented; the higher officers were relieved to a great extent of the duty of carrying out the detailed examination of Primary schools; and provision was made for the additional work entailed by the introduction of the system of payment by results, and the special attention that has been given to Aided and Indigenous schools. The work of inspecting officers has, however, increased to such an extent, that it has again become difficult for them to cope with it; but the system now in force is of such a nature, that the strength of the inspecting staff can be largely expanded, without the necessity of incurring heavy expenditure (paras. 93, 94, 96 and 97).

Inspectress of Schools appointed

61. The appointment of Inspectress of Schools has been created; the services of a lady, well qualified by her character and attainments to fill this important post, have been secured; and all female schools within Municipal limits have been placed under her charge (para. 95).

Educational Conferences instituted

62. Arrangements have been made for the assemblage annually of a Departmental and a General Educational Conference; the first attended by officers of the Department, the second by such officers, together with Managers of Aided Schools and representatives of all the educational interests of the Province. Five annual meetings of each Conference have been held, and have proved eminently successful, a vast amount of important work having been transacted (paras. 105 to 111).

Grant-in-aid Rules revised and system of payment by results introduced.

63. The grant-in-aid rules have been thoroughly revised and recast, in consultation with the Managers of Aided Schools, who attended a meeting of the Conference where the question was considered; and a system of payment by results has been introduced, together with staff grants for certificated teachers, which will insure the employment, in the course of a few years, of certificated teachers in all Aided schools. The rules contain special provision for the encouragement of female schools and education in backward Districts (paras. 205 and 311).

Grants of Indigenous Schools.

64 Rules have been laid down for the award of grants on a liberal scale to Indigenous schools; and all officers employed by Government and by Local Bodies are required to bring to notice any school suitable for a grant, the Manager of which may desire aid. Great success has attended the introduction of this system, which is capable of indefinite expansion hereafter. The rules are applicable to low caste and other elementary schools not conducted on indigenous methods, where this is desired by the Managers (paras. 373, 387 and 388).

Extension of Primary education and improvement of Training institutions and subordinate inspecting staff.

65. The principle, that the efforts of the State should be specially directed to Primary education, has been fully recognised. In this connexion the Education Commission considered that the training of teachers for Primary schools and the provision for the inspection of these institutions should be everywhere improved, and that the expense of such measures should be borne by Government. An important step towards the extension of Primary education was taken in 1883-84, when an annual grant was made to Local Bodies, chiefly in the form of a remission of certain charges which they had hitherto borne, on the condition of their giving an equivalent contribution from Local funds for the

Chapter I. B. 66

Education Commission's Recommendations.

establishment of new schools. In 1886-87 an annual contribution exceeding a lakh of rupees was provided by the Local Government for the extension and improvement of Primary education. Charges aggregating Rs. 73,000 hitherto paid from District funds, on account of the cost of subordinate inspection and training institutions, were now transferred to Government. On the other hand, certain charges hitherto paid by Government for scholarships, amounting to nearly Rs. 18,000, were transferred to District Boards. The net result was, that District Boards were relieved by Government of charges amounting in round numbers to Rs. 55,000. The amount thus set free is now spent by District Boards on Primary and Indigenous schools. In addition to the charges of Rs. 55,000 assumed by Government, provision is made in the Provincial budget for a further expenditure of about Rs. 2,500 to meet similar charges of which Municipalities have been relieved; about Rs. 35,000 on account of improvements effected in Normal schools and in the subordinate inspecting staff; and about Rs. 14,000 on scholarships in girls' schools and other measures for the encouragement of female education.*

Effect of the measures introduced for the extension of Primary education.

66. The measures referred to in the last para. have resulted in a satisfactory increase in the number of Primary schools for boys and a large and growing improvement in the efficiency of these institutions. There has been a considerable increase also in the number of boys, though the admission of non-agriculturists to the Lower Primary department has received a severe check through the imposition in their case of higher rates of fees. It may be confidently expected that this check will be of a temporary character. The fees are still small; and though the number of boys attending Primary schools is at present less than it would be, if the present rates had not been introduced, there can be no doubt that the increased income from this source will afford the means of imparting Primary education to a larger number of boys than could otherwise have been provided for, as soon as the people become reconciled to the very moderate payment that they are now called upon to make. In the case of Primary schools for girls, admissions have been checked by the abolition of the practice of giving pice for attendance irrespective of attainments; and in consequence of reasons explained in Chapter VI, no attempt has been made during the last few years to increase the number of scholars, all the efforts of the Department having been directed during this period to the improvement of the character of the instruction imparted; in which respect these endeavours have been eminently successful (paras. 187, 195, and 308 to 310).

Course of studies for Primary schools revised.

67. The course of studies in Primary schools both for boys and for girls has been revised and simplified as recommended by the Commission. Mensuration has always formed a part of the curriculum in Primary Vernacular schools for boys, and native systems of arithmetic and accounts have been taught in schools specially intended for the trading community. Arithmetic is now taught in both Normal and Primary schools, in accordance with a new manual of a highly practical character, in which the best features of the native system have been incorporated.

Zamíndárí schools established.

68. Zamíndárí schools have been set on foot for the special benefit of those members of the agricultural classes who work in the fields with their own hands. They are organised on the half-

* The additional expenditure actually incurred by Government is less than would appear from the above figures, owing to savings, chiefly in the assignment for stipends tenable in training institutions, and in the cost of establishments, and to the fact that a less highly paid officer than formerly is at present employed as Principal of the Central Training college.

time system, and are closed altogether during harvest. The instruction is of the simplest character, and arithmetic is wholly confined to native methods (paras. 196 and 197).

Chapter I, B, 69.

Education Commission's Recommendations.

Gurmukhí branch schools.

69. Arrangements have been made for the establishment of Gurmukhí branch schools, where there is a considerable number of Sikh residents, and a desire for instruction in Panjábí is found to exist. The curriculum has been so arranged that boys, on the completion of the course, will be able to join the Upper Primary department of an ordinary Board school (para. 200).

Minimum expenditure on education of Local Bodies defined.

70. It has been ruled, as explained above in paras. 41 and 48, that Government may call upon District and Municipal Boards and Committees to devote a certain minimum portion of their income to education; and the proportion, that should be assigned to Primary education, has been laid down in the case of District funds.

Departmental schools localized.

71. All schools for general education formerly under the Department, with the exception of the Model or practising schools attached to Training institutions, have been transferred to the management of Municipal Committees, and rules have been laid down with the view of affording every encouragement to their conversion hereafter into Aided schools, when adequate guarantees of permanency and efficiency are forthcoming (para. 201).

Grants paid on account of localized schools and their ultimate reduction.

72. When this measure was carried out, it was arranged to contribute annually to Municipalities for six years an amount equivalent to the charges formerly paid by the Department, on account of the schools that were then transferred and some others already under local management. Since then the Government of India has desired, that when such transfers are made, the opportunity may be taken to reduce the charges borne by Provincial revenues. At the time of transfer the rule regarding the minimum expenditure, that may be required from Municipal funds, was not in existence. The application of this rule, together with the adjustment that will follow in consequence of a large increase in the income from tuition fees, will enable the Local Government to effect a great reduction in the charges now borne by Provincial revenues, when the time comes to revise the contract in 1892 (para. 204).

Localization of grants-in-aid now paid from Provincial revenues.

73. Another important measure is now in progress. It is proposed to localize all grants, with a few exceptions, that are now paid from Provincial revenues to Aided institutions for the education of natives. Grants made since the introduction of the new grant-in-aid rules are paid from Municipal or District funds, though old grants are still paid from Provincial revenues. In those cases where the transfer of the grants in question will raise Municipal expenditure above the minimum that may be required, Government will be prepared to afford assistance. Otherwise, unless in very special cases, the Local Body concerned will be expected to meet the extra charge. This will afford considerable relief to Provincial revenues with other important advantages that have been explained elsewhere (Chapter IV, paras. 209 and 210).

Enlistment of private effort in the extension of Secondary education.

74. Rules have been laid down, under which a large portion of the total expenditure incurred on a Board school must be provided from private sources, in cases where it is desired to raise a Primary school to the status of a Middle school, or a Middle school to that of a High school, or to introduce the study of English in a Vernacular school; and new schools for Secondary education, to the cost of which any contribution is made from public funds, can in ordinary cases be established only on the grant-in-aid system. This is in accordance with the principle, that

Chapter I, B, 75.

Education Commission's Recommendations

every encouragement should be given to the grant-in-aid system, and that where Secondary education is extended, those who benefit thereby should contribute adequately to its cost.

Tuition fees raised

75. New rules for the levy of tuition fees drawn up in accordance with the recommendations of the Conference were introduced in 1886-87. As pointed out by Sir A. Croft, in a recent report on education in India, exceptionally vigorous action has been taken under these rules to raise the fees in the Secondary schools of the Punjab; and the rates charged in the Lahore Government college are considerably higher than those generally prevailing in other parts of India.* It is a matter for congratulation, that the introduction of high rates of fees has been accompanied by a large increase in the number of students in the higher stages of instruction. A certain proportion of students are admitted free and at half rates on the ground of poverty, as recommended by the Education Commission (paras. 133, 175 and 193).

Scholarship rules revised

76. Revised rules have been introduced for the award of scholarships, in accordance with the recommendations of the Conference, and in conformity with the principles enunciated by the Education Commission and the instructions issued by the Government of India. Open scholarships are awarded on a system common to the whole Province, and Local Bodies are permitted to found close scholarships on certain conditions. Provision has been made also for the encouragement of higher education amongst backward classes, by the award of Jubilee scholarships to Muhammadans and of Zamíndárí scholarships to Hindú and Sikh agriculturists of the Ját and Rájpút castes (para. 173).

Improvement in physical training

77. Great improvement has been effected during the last few years in the arrangements for physical training; gymnastic teachers have been attached to Training institutions and largely employed in Districts and in individual schools; gymnastic apparatus has been supplied to Secondary schools; play-grounds have been provided; instruction in elementary drill has been introduced; tournaments for cricket and competition in all kinds of athletic sports have been widely extended; hand-books showing the prescribed course as suggested by the Education Conference have been prepared; rules for the award of grants for physical training in Aided schools have been sanctioned; and a general scheme for instruction in drill and gymnastics, for the award of marks and prizes, and for the institution of tournaments on a regular system, has been devised, and will be introduced in every District throughout the Province (paras. 109, 110 and 216 to 218).

Improvement in boarding arrangements

78. Definite rules have been laid down to insure the provision of sufficient accommodation in boarding-houses, a supply of the requisite furniture and menial servants, the observance of proper sanitary arrangements, and the maintenance of efficient supervision. The boarding-house system has been developed, more especially in the Punjab proper, to an extent that is not to be met with in other parts of India; boarding-houses are attached to colleges, to Training institutions, and to most of the Secondary schools in the Province; and though the management is not always perfect, deficiencies are reported at the time of the annual inspections, constant pressure is exerted by the Department on

* It appears from para. 133 of the report in question, that the fees charged in the Presidency College, Calcutta, the Elphinstone College, Bombay, and the Presidency College, Madras, were at the rates of Rs. 12, Rs. 10 and Rs. 5-3-0 per mensem; whilst outside the Presidency towns, the rates varied from Rs. 4 to Rs. 6 per mensem. In the Lahore Government college, the existing rates are from Rs. 7 to Rs. 10 per mensem; and these will rise by further increments till they reach from Rs. 8 to Rs. 12 in 1893-94. In Aided colleges, the rates are 75 per cent. of those fixed for the Government college.

Chapter I. B. 79

Education Commission's Recommendations

Local Bodies to induce them to comply fully with the rules, and steady improvement is being effected in every part of the Province (paras. 180 and 181).

Attention paid to moral training.

79. Great attention has been given during the last few years to the subject of moral instruction and school discipline; and various measures to insure these objects, including special instructions to Inspectors and other Educational Officers and the introduction of inter-school rules and of good-conduct registers, have been adopted on the recommendation of the Conference. In Mission schools and in a few of the schools under native management, which are of a sectarian character, religious instruction is imparted. In Board schools moral teaching is based mainly on the lessons contained in the readers; but rules have been adopted under which, subject to certain necessary restrictions, instruction may be given in any religion, if this is desired by the people. In colleges lectures are given on moral subjects. The more extensive employment of trained teachers is found to exercise a most salutary effect on the moral tone and the discipline of the schools (para. 219).

The Central Training College for the supply of teachers to Secondary schools.

80. The Central Training college for the supply of certificated teachers of English and Vernacular teachers for Secondary schools was the first institution of the kind established in India. The staff has been strengthened by the appointment of an additional master; the number of stipendiary students in the Junior English class has been increased; and the Model school attached to the college has been raised to the grade of a High school. A fine commodious building has been erected, for which we are mainly indebted to the liberality of the late Ráe Melá Rám, who subscribed a large sum towards its cost.

Normal schools for the supply of teachers to Primary schools reorganized, and an additional school established.

81. The three Normal schools have been reorganized; the Model schools attached to them have been placed on an improved footing; a fourth Normal school has been established, and the number of stipends tenable in these institutions has been raised from 170 to 300 (paras. 238, 239 and 249).

Supply of certificated teachers arranged.

82. Revised rules regarding certificated teachers for both Secondary and Primary schools have been introduced; and the examinations are open to all comers, who fulfil certain necessary conditions; but it is impossible for any one to obtain a certificate, who does not combine with a sufficient standard of general attainments a practical as well as a theoretical knowledge of the art of teaching. No one can obtain permanent employment in a Board school who does not hold a certificate; and the grant-in-aid rules are so framed as to insure the eventual employment of certificated teachers in all Aided schools.

Attention paid to technical education

83. Some important measures have been introduced for the promotion of technical education. The staff of the Mayo school of Industrial Art has been strengthened and a Vice-Principal has been appointed. A technical school has been organized in connexion with the Railway Workshops at Lahore, which promises to be highly successful. A general scheme of instruction for Industrial schools and regular courses in Drawing, in Practical Geometry, and in Wood-working, have been prepared; and rules for the grants to Aided Industrial schools, and for the award of scholarships in all such institutions, have been sanctioned (paras. 261, 263, 264 and 273).

Attention paid to bifurcation of studies

84. It was resolved some time ago to introduce into High schools alternative courses in Science and in subjects specially calculated to fit students for a commercial career or for employment in public offices, in cases where this might seem desirable.

Chapter I, B, 85.

Education Commission's Recommendations.

The question of holding examinations in such subjects, alternative with the ordinary Entrance examination, was subsequently referred to the University. There has been some unavoidable delay in dealing with the question; but the University has now determined to hold a Clerical and Commercial examination, and an alternative Entrance examination in Science. The standard for the former examination has been recently fixed; and it may be hoped that rules regarding the examination in Science will be finally settled very shortly. As soon as this has been accomplished, arrangements will be made to train teachers in the Central Training college with a view to the new courses, and to teach the courses in the Central Model school, and wherever else it may seem desirable (paras. 214 and 215).

The Aitchison college established.

85. The Aitchison college, known at first as the Punjab Chiefs' college, which owes its origin to the efforts of Sir Charles Aitchison, was established in 1886-87. The project was liberally supported by the native nobility of the Province, and a very handsome building, with boarding-houses and the necessary stabling and offices, has been erected out of the subscriptions raised for the purpose, supplemented by a Government grant. The institution has been very successful; it is attended now by 68 students and it came out very well in the recent examinations (paras. 356 to 362).

The Oriental college and school reorganized.

86. The Oriental college and school have been reorganized by the University, and placed on a statisfactory footing, and are now carrying on very good and useful work (para. 158).

Arrangements for the supply of text-books revised.

87. The Government Book Depôt has been entirely abolished, and text-books, of which the copy-right belongs to Government, are printed and published by a private firm, which pays a certain percentage on the sale proceeds of such books to the Punjab Text-Book Committee, and undertakes to keep up a sufficient supply of these and all other books that are prescribed in the authorized schemes of studies (paras. 389 to 392).

Text-Book Committee reorganized.

88. The Text-Book Committee, which consists of members nominated partly by Government and partly by the University, and may include also representatives of Local Bodies, who are willing to subscribe towards any of the objects of the Committee, has been reorganized; and the funds that have now been placed at its disposal will enable it to push forward the preparation of new books with much greater activity than before, and will assist also in the formation of a museum of educational apparatus and a library of reference. Many presentation copies of educational works have been contributed to the library by English publishers during the past year. Arrangements have been made also to encourage the development of Oriental literature and to enlist the aid of Native Chiefs and others who are interested in the subject in the promotion of this cause (paras. 397 and 398).

Employment of natives on the superior inspecting staff.

89. The recommendations of the Education Commission with regard to the more extensive employment of native gentlemen on the inspecting staff have received attention; one native gentleman has been permanently appointed as an Inspector of Schools in the Graded Service, others have officiated for long periods in the same capacity; the Assistant Inspectors are all natives; and one of these has held independent charge of the fifth Circle of inspection since its first formation.

Examinations for admission to the public service.

90. The rules regarding the examinations, that candidates for employment in the public service are required to pass, have been revised; and a great stimulus has been afforded to higher education by the institution of competitive examinations and other arrangements.

Chapter I, B, 91.

Education Commission's Recommendations.

Acknowledgment of the Government of India of the desire shown by the Punjab Government to carry out the principles advocated by the Education Commission.

91. The desire shown by the Government of the Punjab to carry out the principles advocated by the Education Commission, and approved by the Government of India and the Secretary of State, was acknowledged by the Government of India in a letter No. 298, dated 9th August 1888. There were three points only regarding which the recommendations of the Commission appeared to the Government of India to have received insufficient attention, *viz.*, the admission to schools of low caste children, the levy of fees in the case of children of agriculturists, who contribute to the education cess (now merged in District funds), and the utilization of zanána agencies in the promotion of female education. Explanations were submitted to the Government of India showing exactly how the case stands, as regards each of these three points, and the views of His Honour the Lieutenant-Governor on the subject. These will be found in paras. 42, 43 and 44 of the Annual Report for 1888-89.

Measures adopted to give effect to the principles advocated by the Education Commission incorporated in the Punjab Education Code.

91½. The measures sketched in the preceding paragraphs have involved the complete reorganization of the Education Department, and to a very large extent of the educational machinery of the Province not directly under Departmental control. Detailed rules have at the same time been drawn up for the guidance of every branch of the Department, and all who have any relations with it, and these have been embodied in the Punjab Education Code.

CHAPTER II.

CONTROLLING AGENCIES.

	Paras.		Paras.
Improvement of the inspecting staff	92—93	Superior inspecting staff	99—100
Reorganization of Circles of inspection	94	Inspection of schools	101
Inspectress of Schools	95	District Inspectors...	102
Appointment of Assistant District Inspectors	96—98	Educational work of Tahsildárs ...	103—104
		Educational Conferences	105—111

Views of the Education Commission regarding the improvement of the inspecting staff.

92. A recommendation was made by the Education Commission that the inspecting staff of each Province should be so increased as to make it adequate to existing requirements, and that the remuneration of subordinate inspecting officers should be reconsidered with due regard to their enhanced duties and responsibilities. In his Report for 1884-85, Mr. Ibbetson, then Officiating Director, recorded his opinion that the inspection staff was the weakest part in the Punjab Education Department. The officers he considered efficient as a rule, and in many cases conspicuously so; but neither had their numbers been augmented nor their position improved for many years, whilst the work to be done had increased enormously. The result was that the superior staff was burdened with much necessary work, that should be done by inferior agency, to the detriment of their more important duties. His Honour the Lieutenant-Governor concurred in these views; but funds were not then available to carry out any improvements.

Inspecting staff improved in 1886.

93. In 1886, however, money was provided to strengthen the subordinate inspecting staff, and though the amount available was much less than had at one time been expected, considerable improvements were effected. The number of Assistant Inspectors was raised from four to seven; and a District Inspector was provided for every District except Simla and Kohát, where the schools were too few to justify the employment of an inspecting officer. Formerly Chief Muharrirs had been employed in eight Districts; and though the duties of these officers were similar to those of a District Inspector, they received lower salaries and held an inferior position. The pay and prospects of the subordinate inspecting staff have been much improved by these measures. The most efficient District Inspectors may now hope to become Assistant Inspectors; and Assistant Inspectors of conspicuous merit and ability are eligible for employment as Inspectors. The salaries of District Inspectors, which were formerly paid from District funds, are now paid from Provincial revenues; and District Boards are required to expend the additional funds thus placed at their disposal on other educational objects, and chiefly on the extension and improvement of Primary and Indigenous schools.

Reorganization of the Circles of inspection.

94. The Circles of inspection were reorganized, when the inspecting staff was strengthened; and they have been made to conform with the Revenue Divisions of the Province. The Delhi, Jullundur, Lahore and Deraját Circles correspond with the

Chapter II, 95. Controlling Agencies

Divisions of the same names; whilst the Ráwalpindí Circle includes the two Divisions of Peshâwar and Ráwalpindí. Each Circle is presided over by an Inspector, with the exception of the Derajât, which has been placed under an Assistant Inspector in independent charge. The Inspector of the Lahore Circle is entrusted also with the inspection of all the European schools in the Province. One Assistant Inspector is attached to the Delhi and one to the Jullundur Circle, whilst two are employed in the Lahore Circle, in consideration of the extra work that is imposed on the Inspector, and two in the Ráwalpindí Circle, which comprises, as already stated, two Divisions.

Appointment of an Inspectress of Schools.

95. The appointment of an Inspectress of Schools was sanctioned towards the close of 1888-89, and it has been arranged that her jurisdiction shall extend to all Municipal schools situated within Municipal limits.

Increase of inspection work, and appointment of Assistant District Inspectors.

96. Though the constitution of a fifth Circle of inspection, under the independent charge of an Assistant Inspector, has caused a reduction in the number of Districts under the four Inspectors, and has thus afforded some relief to those officers, whose hands have been further strengthened by the appointment of additional Assistants, the work of both the Inspectors and their Assistants has been largely augmented by the introduction of the system of payment by results, by the present arrangements for the award of scholarships, which necessitates a more detailed examination than formerly, by the extension of grants-in-aid to Indigenous schools, and by other changes that have been introduced during the last few years. Owing to the above causes it would have been impossible for Inspectors and Assistant Inspectors to carry out the duties assigned to them, unless some further help had been afforded them. This has been effected by requiring District Inspectors to accompany Inspectors and Assistant Inspectors beyond the limits of their own Districts, for periods not exceeding two months during the school year, in order to assist in the annual inspection of other Districts of the Circle. Such an arrangement, however, causes a material addition to the work of District Inspectors, whose duties have been further increased, and may hereafter be indefinitely multiplied by the measures now in progress for the extension of the influence of the Department amongst Indigenous and other Elementary schools. The most obvious means of meeting this difficulty is the appointment of Assistant District Inspectors, which will be found imperatively necessary in the immediate future in some of the more advanced Districts.

Advantages to be expected from the employment of Assistant District Inspectors

97. The employment of District Assistants will add very largely to the power of the inspecting staff at a comparatively small cost; as it will not only afford relief to District Inspectors, but will also render it possible to employ these officers more largely to assist in the annual inspection of neighbouring Districts. The measure in question will have this further advantage, that it will supply an efficient class of men to take the place of District Inspectors on leave of absence. This is a matter of great importance, as considerable difficulty is found at present in filling up officiating appointments. When a temporary vacancy occurs amongst District Inspectors, it is necessary generally to have recourse to the establishments of Normal schools or the Central Model school; and the constant removal of assistant masters to fill officiating appointments is productive of no little inconvenience to these institutions, and is somewhat detrimental to their efficiency.

Chapter II. 98. Controlling Agencies.

Reason for raising the question of employing Assistant District Inspectors.

98. I have thought it not out of place to dwell at some length on this matter, which relates rather to the future than the past; as it seemed to me essential, when describing the measures that have been taken for the improvement of our system of inspection, to point out how the machinery that has been organized during the last few years can be most conveniently developed and expanded, so as to meet our growing requirements, without the necessity of incurring any considerable outlay or introducing any radical changes.

Charge of Circles of inspection.

99. At the present time the Delhi Circle is under Mr. Harvey with Lálá Nand Kishor as Assistant Inspector; Lálá Piyáre Lál holds charge of the Jullundur Circle with Lálá Amolak Rám as his Assistant; Dr. Stulpnagel is employed as Inspector of the Lahore Circle and of European Schools, and is assisted by Lálá Ságar Chand and Bábú Jai Gopál Singh; Mr. Thompson is at the head of the Ráwalpindí Circle with Lálá Thákur Dás and Bábú Pír Bakhsh as Assistants; and Maulaví Muhammad Yúsuf 'Alí Khán is in independent charge of the Deraját Circle. The appointment of Inspectress is held by Miss Francis.

Changes in the appointments of the inspecting staff.

100. During the past year Bábú Harí Singh, Registrar, Education Department, officiated as Inspector of Schools, Delhi Circle, until the 20th August. He was on leave from that date till the 4th November, during which time Bábú Jai Gopál Singh, Assistant Inspector of the Lahore Circle, acted as Inspector of the Delhi Circle. On the 19th December Mr. Harvey, the permanent incumbent, returned from furlough, and resumed charge of his office. Lálá Piyáre Lál held charge of the Jullundur Circle during the year, except for a few days in April 1889, when he was absent on privilege leave, and Lálá Dayá Rám, Assistant Inspector of Schools, was placed in charge of the current duties of the office. The charge of the Lahore Circle and the inspections of European schools remained during the whole year in the hands of Dr. Stulpnagel. Lálá Ságar Chand, Assistant Inspector of the Lahore Circle, held charge of the Ráwalpindí Circle until the 31st October, when he was relieved by Mr. Thompson, the permanent Inspector. Maulaví Muhammad Yúsuf 'Alí Khán was in charge of the Deraját Circle throughout the year. Miss Francis, Inspectress of Schools, assumed charge of her office on the 5th April 1889.

Inspection of schools by the superior inspecting staff.

101. The annual inspection was conducted in a thoroughly efficient manner by the Inspectors and their Assistants in accordance with the requirements of the Code; and all the Secondary Anglo-Vernacular schools for boys, with some three exceptions, received a second visit from these officers. The Inspectress of Schools also was very active in the discharge of her duties, which necessitate long and frequent journeys to different parts of the Province.

Work of District Inspectors of Schools.

102. The work of the District Inspectors has been, with a few exceptions, very satisfactory; and the Inspectors speak of many of them in terms of the highest praise. They contain amongst their number some men of great zeal and ability; and considerable improvement has been effected in the subordinate inspecting staff as a whole since the year 1884-85.

Orders regarding the inspection of schools by Tahsíldárs and their Náibs.

103. The educational duties of Tahsíldárs and Náib-Tahsíldárs were laid down in December 1883 by the Financial Commissioner in a Circular, of which the substance has been embodied in the Punjab Education Code. They are required to visit all the Board and Aided schools within their jurisdiction and to devote

their attention chiefly to such matters, as the attendance of scholars, tuition fees, the state of the registers, the general condition of the classes, the character and popularity of the school masters, the state of the school-houses and their sanitary condition, and the games played by the boys. They are further expected to impress upon lambardárs and chaudhrís and members of Local Boards the duty of supporting the schools and attending to the school-houses.

Chapter II. 104 Controlling Agencies

104. There has been, on the whole, a great improvement during the last five years as regards the amount of attention given by Tahsíldárs to educational matters. From year to year complaints regarding the neglect of such duties become less frequent; and during the year under report the great majority of schools have been visited at least once by the Tahsíldárs. There have been cases, however, in which the schools have been totally neglected by these officers; and in some Districts such neglect has been general. Inspectors of Schools are required to state in their reports on each District how far the Tahsíldárs have complied with the rules laid down for their guidance; and when forwarding these reports to Commissioners for transmission to District Officers, I invariably bring to notice all cases whether of neglect or of special zeal on the part of the Tahsíldárs, together with any other matters that may require attention, and urge the importance of taking suitable action in the case of all officials deserving of censure or of commendation. As already stated, however, there has been, on the whole, great improvement, which may be expected to continue; and the interest of Tahsíldárs as a body, in the progress of education, will naturally increase, as the proportion of highly educated men amongst the Tahsíldárs themselves becomes annually larger.

Improvement in the educational work of Tahsíldárs

105. It was determined during the early part of 1886 to hold annually at Lahore two Educational Conferences—a Departmental Conference for the discussion of matters affecting the internal organization and arrangements of the Department, and a General Conference for the consideration of questions of a wider scope. An endeavour has been made to secure on the General Conference an adequate representation of every educational interest in the Province. The members are appointed by Government; but nominations have been made to a large extent on the recommendations of various Societies belonging to different sections of the community. Neither the General nor the Departmental Conference possesses any actual authority; but all questions that are submitted for their consideration are fully discussed; and where there is a difference of opinion, votes are taken and recorded. The proceedings are afterwards submitted to Government for orders.

Educational Conferences

106. The first General Conference took place at Lahore in May 1886, and was succeeded by the Departmental Conference. Similar meetings were held in 1887, 1888, and 1889, and in April last. On these occasions nearly every measure of importance introduced during the last few years has been considered in detail; and as the educational machinery of the Province has, during this time, been to a great extent reorganized, and the system entirely changed in many important branches, it will be readily understood that a large amount of work has been transacted.

Meetings of the Conference.

107. The General Conference is composed, as I have already intimated, of heterogeneous materials; and it includes amongst the members, officials and non-officials, Europeans and Natives, Muhammadans, Hindús, Sikhs, Aryans and Christians. Consider-

Constitution of the General Conference.

Chapter II, 108. Controlling Agencies

able credit is due, I think, to all members who are not Departmental Officers, for the time and trouble they have devoted to the questions placed before them—a work which has necessitated lengthened sittings extending over many days during the hot season, and in a large number of cases at a distance from their homes.

Remarks as to the work of the General Conference

108. Too much praise cannot be accorded to the excellent tone that has prevailed at these meetings, the total absence of anything approaching to sectarian feeling or party spirit, and the general desire that has been manifested to arrive at right conclusions. It has been a great pleasure to me to enjoy the privilege of working with such colleagues.

It is a matter for congratulation, that whilst on minor matters the Government has in some few instances waived its own views in favour of those put forward by the Conference, and has in others found itself unable to accept their recommendations, such cases have been extremely rare; and that in all matters involving questions of policy, and in the great majority of those of less importance, the recommendations submitted by the Conference have been such as to commend themselves to Government. It is moreover certain that, without such assistance, the measures adopted must have been of a much less satisfactory character in themselves; and that, whatever form they might have assumed, they would have been much less acceptable to the community at large if they had not first been discussed and accepted by the Conference. This is at once obvious as regards the rates of tuition fees, which have been so largely raised during the last few years; and it would be easy to specify other important matters, that might have given rise to burning questions, if they had not been satisfactorily settled with the advice and concurrence of a representative body like the Conference.

Work done by the last General Conference.

109. The fifth annual meeting of the General Educational Conference was held, as already stated, in April last. The Conference met on the 22nd April, and continued its sittings until the 25th. Though the labours of the Conference were less onerous than in previous years, when a large number of important questions engaged their attention, His Honour the Lieutenant-Governor has recorded his opinion that sound and important work has been accomplished. Amongst the matters that came under consideration the following are worthy of notice:—

(1) the introduction of a regular system of marks and prizes in individual schools for proficiency in gymnastics and athletic sports, as suggested by the Government of India;

(2) grants to Aided schools for physical training;

(3) the introduction of a system of good-conduct registers as proposed by the Government of India;

(4) additions to be made to the present inter-school rules as laid down in the Code on the suggestion of the Government of India;

(5) the suggestion of the Government of India, that the employment of certificated teachers should be made a necessary condition for the affiliation of Unaided schools to the University;

(6) the expediency of employing a European Head Master in the Central Model school.

Chapter II. 110.

Controlling Agencies

Recommendations of the Conference.

110. As regards the first of these questions, proposals have been made for the registration of attendance at the prescribed courses of physical training, and the award of certificates to boys, who have shown marked proficiency in these courses ; for the institution of quarterly competitions in Secondary schools (in addition to the annual tournaments in every District) ; and for the provision of prizes to be conferred on boys, who obtain the highest aggregate marks in such competitions.

With reference to the second question, rules have been drawn up as to the principles on which grants in aid of physical training are to be awarded, and the amount that is to be given, in accordance with the degree of proficiency that is attained.

With regard to the third question, rules for good-conduct registers and the award of discharge certificates have been framed by the Conference.

With reference to the fourth question, it was recommended that further provision should be made in the inter-school rules to prevent the evasion of the rule, under which the admission is prohibited of any boy who wishes to change school, with the view of being promoted to a higher class. Beyond this no addition was considered necessary.

The proposals made under the above heads have received the approval of Government, and will be embodied in the Punjab Education Code.

As regards the fifth question, the Conference recorded an opinion, that the adoption of the suggestion of the Government of India, to make the employment of certificated teachers in Unaided schools a necessary condition for affiliation to the University, would be inexpedient on the following grounds :—

(1) that it is opposed to the principle of the independent development of unaided education, which the Government of India is anxious to encourage ;

(2) that it is foreign to the functions of a University, in its capacity as an examining body, to impose conditions as to the moral character of the teachers employed in schools ;

(3) that the adoption of this principle, if logically carried out, would debar private students from appearing in University examinations, as obviously no control over the teachers is possible in their case ;

(4) that it may safely be assumed, that as the supply of certificated teachers increases, and their superior value is appreciated, Unaided schools will be led to employ them, without any external pressure such as that proposed by the Government of India.

His Honour the Lieutenant-Governor expressed his concurrence in these views ; and observed that the proposal, even were it desirable on other grounds, could not be adopted without a fundamental change in the system now followed by the Punjab University ; as any institution can present candidates for the University examinations ; private students are freely admitted ; and there are no conditions of affiliation in existence similar to those required by the University of Calcutta.

With reference to the sixth question, the Conference recorded an opinion, that the employment of a European Head Master for a definite period in the Central Model school, is not advisable.

Chapter II, 111. Controlling Agencies

This question also was raised in consequence of a recommendation made by the Government of India, and it was intimated in Resolution No. 350, dated 8th November 1889 of the Punjab Government, Home (Education) Department, that the opinion of the Education Conference would be invited. His Honour agreed that it would not be desirable to appoint an English Master in the Model school as at present constituted; but intimated that the question of amalgamating this institution with the Lahore Municipal Board school, where an English Master has been always employed, would be taken into consideration.

The other questions considered by the General Conference were of a technical character, or dealt with details of school management, and the recommendations made regarding these matters have been approved.

The Departmental Conference.

111. The Departmental Conference held a meeting on the 25th April, when the General Conference broke up, and a second meeting on the following day. The most important matter considered by the Conference was the existing deficiency in candidates for admission as stipendiary students to Normal schools, and how this deficiency should be met. The measures that have been adopted on the recommendation of the Conference are enumerated in Chapter V. A variety of other questions affecting the internal working of the Department were discussed, which it is unnecessary to recapitulate here. All the recommendations of the Conference have been accepted by Government.

UNIVERSITY EXAMINATIONS, 1889-90 AND 1884-85

		Provincial Institutions				Extra Provincial Institutions				Private Students				Total			
		1889-90	1884-85.	Increase.	Decrease.	1889-90	1884-85.	Increase	Decrease.	1889-90	1884-85.	Increase	Decrease.	1889-90	1884-85.	Increase.	Decrease
Calcutta First Arts	Candidates	3		3	..	...	...	...	...	..	..	.		3		3	
	Passes .	2		2			..	.	.	.	.	.		2		2	
Punjab Intermediate (Arts).	Candidates	132	65	67		9		9	.	26	16	10		167	81	86	...
	Passes ..	100	26	74		8	..	8		17	3	14		125	29	96	...
Punjab Intermediate (Oriental)	Candidates	2	5		3			...		2	...	2		4	5	.	1
	Passes ...	2	3		1			.		1		1		3	3		
Punjab B. A	Candidates	58	18	40		...	..	.	...	14	6	8		72	24	48	
	Passes .	31	10	21	...	...	..	...		3	4	.	1	34	14	20	
Punjab B. O. L	Candidates	4	2	2	..	...	...	...		3		3	..	7	2	5	
	Passes	3	2	1		...				1		1		4	2	2	
Punjab M. A. ..	Candidates	6	4	2	..	...	.			3	1	2		9	5	4	
	Passes	1	4		3	...	...	...	...	...	1	...	1	1	5		4
Punjab M O. L.	Candidates	1	2	.	1	...	...	...	.	...	..	...	..	1	2	...	1
	Passes .	1	2		1	...	...	...	...	...		..	..	1	2		1
Oriental Titles Examinations																	
Sanskrit Examinations.	Candidates	28	33	...	5	48	19	29	.	10	5	5		86	57	29	.
	Passes ..	9	13		4	15	6	9	.	3	2	1		27	21	6	.
Arabic Examinations	Candidates	14	31	.	17	15	20	..	5	1	10		9	30	61		31
	Passes	12	18	.	6	7	4	3		1	2	.	1	20	24	.	4
Persian Examinations.	Candidates	12	65	.	53	54	50	4		21	17	4		87	132		45
	Passes	9	22	..	13	40	17	23		13	6	7		62	45	17	...
Gurmukhi Examinations.	Candidates	5		5	..	3		3	..	.	..	...		8	.	8	...
	Passes .	5	..	5		3	.	3	..	..	.	..		8		8	.
Professional																	
Law (Preliminary Examination).	Candidates	10		10			...	...	...		.	...		10	...	10	...
	Passes	8	.	8	...	...	...	...	..	...	..	..		8		8	..
Law (First Examination).	Candidates	19	40	...	21	...	...	...	...		53	..	53	19	93		74
	Passes ...	10	9	1	...	...	...	...			7		7	10	16	..	6
Law (Final Examination).	Candidates	5	26	..	21	.	..				29		29	5	55		50
	Passes	2	5	..	3			..			5		5	2	10		8
Medicine (First Examination).	Candidates	18	20		2	..	.	.	...	..				18	20	...	2
	Passes	9	9	.	.	.	.	.	..	.	..	.	.	9	9	.	
Medicine (Final Examination)	Candidates	10	19	..	9		...	..			..	..		10	19		9
	Passes .	4	11	..	7	..	...	..	...	..	9	.	.	4	11		7
Civil Engineering (First Examination.)	Candidates	1	7	...	6	..	..	...	...	..				1	7	.	6
	Passes ..	1	4	...	3	...	...	...	..	...	..	.	.	1	4	...	3

CHAPTER III.

UNIVERSITY EDUCATION.

	Paras.		Paras.
The Punjab University and its examinations	112—128	Minor Colleges	152—153
Statistics of Arts Colleges (English)	129—137	D A. V. College	154
Lahore Government College .	138—141	Amritsar Municipal College ..	155
St. Stephen's College, Delhi ...	142—147	Scotch Mission College, Sialkot ..	156
Lahore Mission College ..	148—151	The Oriental College and School ...	157—165
		The Medical College and School ..	166

Convocation and meetings of the Senate.

112. The ninth Convocation of the Punjab University was held on the 26th November 1889, on which occasion the honorary degree of Doctor of Literature was conferred on His Excellency Lord Lansdowne, and ordinary degrees, medals and diplomas were conferred on students who had been successful in the University Examinations. Two meetings of the Senate were held during the course of the year.

University examinations.

113. The table on the preceding page shows the results of the First Arts and Intermediate examinations, of degree examinations in Arts and on the Oriental side, of examinations for purely Oriental titles, and of examinations in Law, Medicine and Engineering, with regard to candidates from Punjab colleges in British territory, candidates from other institutions, and private candidates, for the year 1884-85 and for the year under report.

Arts examinations.

114. As regards the Arts examinations, the results are very satisfactory, except in the case of the M. A. examination. The number of candidates for the Intermediate examination was double the number of those who presented themselves in 1884-85, and the number of passes has increased in a very much larger proportion. For the B. A. examination, the number of candidates is threefold that of 1884-85, and the number of passes has increased to a like extent. For the M. A. examination one candidate only was successful out of six who presented themselves; but the present conditions are of an almost prohibitory character.

The standards of examinations, &c.

115. The measures proposed by the Educational Conference held in May 1889, in view of the large number of failures in recent University examinations, and the fluctuations of standard, that had occurred, were discussed at length in my last annual report. The proposals of the Conference were transferred to the University for consideration, and have been frequently discussed during the past year. An agreement has been arrived at with regard to some of the suggestions of the Conference, whilst others have not yet been finally disposed of.

Standards in English examinations.

116. For the Middle School, the Entrance, and the Intermediate examinations, it was proposed, that in the case of students taking up English, the number of pass marks in the aggregate and also in English should remain the same, but that a reduction should be made in the number required for other individual subjects. This proposal has been accepted with a slight modification as regards the Intermediate examination, where the number of pass marks in the second compulsory language, *i. e.*, a classical language or Persian, will remain unchanged. This measure will, in my opinion, have a very beneficial effect. It was essential to maintain the standard in English; but if a student does fairly well on the whole, it is not desirable that his education should be cut short, or even that he should be thrown back for a year, through

a slight deficiency in one of the less essential subjects. Another very important result of the change in question is, that in the Middle school, the High school and the Intermediate classes, or, in other words, during a total period of seven years, the student can now afford to give more time to the study of English.

Reduction in the number of subjects

117. The Conference recommended also, that the number of optional subjects for the Middle School examination should be reduced to two. This proposal has been accepted, and it has been further determined to allow one optional subject only at the Entrance examination, and to restrict to four the total number of subjects that can be taken up for the Intermediate examination, where the candidate has hitherto had the option of taking up a fifth subject. This reduction in the number of subjects, that can be taken up, will have a very good effect, as those subjects, that are studied, will be studied more thoroughly.

Revision of the standard of the B.A. examination.

118. Hitherto for the B. A. examination three subjects have been compulsory, and candidates have been allowed to take up one optional subject in addition. No student, who took up the compulsory subjects only, could hope to obtain a good place in the class list or to win a scholarship. Hence it was necessary to provide for four subjects in the college curriculum. The pass marks required were 40 per cent. in each subject. The Conference proposed to require 40 per cent. in the aggregate, but to reduce the pass marks in each subject to 33 per cent. The University has determined to abolish the fourth subject, restricting the number that can be taken up to three, and to fix the pass marks at 40 per cent. in English, and the second subject, which may be a classical language, Persian with elementary Arabic, Mathematics, or Science, and at 33 per cent. in the third subject. This appears to me to be a satisfactory solution of the question. Three subjects will be learnt more thoroughly than four; the abolition of the fourth subject and the reduction of pass marks for the third will, it is believed, afford sufficient relief to the students, and at the same time the retention of the present pass marks in English and also in a second language or in some scientific subject, will satisfy the views of those who desire to maintain a decidedly high standard for this examination.

Revision of the standard of the M. A. examination.

119. For the M. A. examination one subject can be taken up; and in this a high degree of proficiency is expected. There are six examination papers, each dealing with a separate branch of the subject. Hitherto the candidate has been required to obtain 50 per cent. of the maximum number of marks allotted to each paper. The Conference proposed to reduce the pass marks in each paper to 33 per cent., but to require 50 per cent. of the aggregate number of marks allowed for the whole subject. It has now been determined by the University to require 40 per cent. as pass marks in composition, in the case of examinations in languages, but with this exception to adopt the proposals of the Conference.

Adverse criticism of the standards proposed by the Conference.

120. It has been sometimes supposed that College Professors were inclined to advocate undue leniency in the examinations, and that the recommendations of the Conference were due to their influence. I can, however, assert from my own personal knowledge, that no one could be more anxious to maintain proper standards than the College Professors, and these Professors, moreover, constituted but a small proportion of the members of the Conference, who were all men of independent opinion. It should be

Chapter III, 121

University Education

added that the percentages of pass marks for the degree examinations proposed by the Conference were very much higher than those of other Indian Universities. Calcutta, for example, requires for the B. A. examination 30 per cent in each subject and 36 per cent. in the aggregate, against 33 and 40 per cent. proposed by the Conference; whilst the condition as to the aggregate number of marks is entirely dispensed with, if the students pass with honours in any one of the subjects. For the M. A. examination in languages, History and Philosophy, Calcutta requires 30 per cent. in each paper and 40 per cent. in the aggregate; whilst 33 per cent. only in the aggregate, without any minimum percentage in each paper, is required in Mathematics and Science. Compared with the percentage of 33 per cent. in each paper and 50 per cent. in the aggregate recommended by the Conference, the difference is most striking.

Other proposals of the Conference regarding University examinations

121 The other proposals of the Conference regarding University matters, of which the most important were those relating to the appointment of Moderators, have been considered by the Arts Faculty, but have not yet come before the Syndicate; and it appears unnecessary under these circumstances to discuss them on the present occasion.

University examinations on the Oriental side

122. For the Intermediate and the degree examinations on the Oriental side the number of candidates was very small; but the few who appeared acquitted themselves remarkably well.

Modifications in the standard of Oriental examinations

123 It has been determined by the Senate that modifications similar to those that have been adopted in the rules for the Middle School, Intermediate, and degree examinations, in the case of students who take up English, shall be introduced in the rules applicable to the corresponding examinations on the Oriental side.

Future of the Oriental examinations.

124. It has been found impossible to maintain any Vernacular High school in the Province, with the exception of that attached to the Oriental College, in which the study of English has been lately introduced; and it is, I think, hardly to be expected under these circumstances, that many candidates will appear at the Oriental degree examinations, so long as examination through the medium of the Vernacular in History, Philosophy, Mathematics and Science is compulsory. It would be a matter for great regret, if candidates for Oriental degrees should cease to present themselves; but this might, no doubt, be prevented by conferring Oriental degrees, in addition to the ordinary degree, on students, who receive their general education through the medium of English, and display high attainments in Oriental languages.

Oriental titles examinations

125. In the examinations for Oriental titles, a considerable falling-off in the number of candidates and a slight decrease in the number of passes in Arabic is more than counterbalanced by a gain in Sanskrit; whilst in the Persian examinations, though the number of candidates has decreased, there is a large increase in the number of passes. It is satisfactory to find, that eight students passed the Gurmukhí examination, for which there were no candidates in 1884-85.

The Law examinations

126. The Law examinations show a remarkable decrease in the number of candidates; this is due mainly to the much higher standard of general education that is now insisted on, and in part, perhaps, to greater difficulty in the examinations. The proportion of passes, however, amongst the comparatively small number of students, who presented themselves at the recent examinations, shows a great improvement.

Medical examinations.

127. The results of the examinations in Medicine show a reduction in the number of candidates and passes as compared with 1884-85.

Engineering examinations.

128. It will be noticed that there was one candidate only in Civil Engineering. The fact seems to be that success in the examination does not lead to employment; and that this has now come to be thoroughly understood by our students. In the absence of a properly organized Engineering college it is not possible, that this Province can afford the means of acquiring Engineering attainments of a very high order.

Arts colleges.

129. There are now six Arts colleges in the Province: the Government college, the American Presbyterian Mission Aided college, and the Daya Nand Anglo-Vedic Unaided college in Lahore, the Cambridge Mission Aided college, known as St. Stephen's college, in Delhi, the Municipal Board college in Amritsar, and the Aided college at Sialkot maintained by the Scotch Mission. Of these, two only, *viz.*, the Government college, Lahore, and St. Stephen's college, Delhi, were in existence at the end of 1884-85. These two and the American Presbyterian college in Lahore prepare students for the degree examinations. In the other three colleges instruction is given to the standard of the Intermediate examination.

Number and distribution of scholars.

130. The following statement shows the number and distribution of scholars at the close of the year. It will be noticed, that whilst the total number has increased by 59 per cent., the number of those who have advanced beyond the Intermediate Standard is exactly double the number in attendance at the close of 1884-85. It may be observed, also, that notwithstanding the comparatively high fees that are now levied, the total number of college students, who are not in receipt of scholarships, has risen from 94 to 256.

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1889-90	1884-85.	Increase	Decrease
Intermediate Class	First year	121	110	11	.
	Second year	137	65	72	.
B. A. Class	Third year	36	29	7	.
	Fourth year	56	17	39	...
M. A. Class		8	4	4	.
	Total	358	225	133	.

Expenditure.

131. The statement given below shows the expenditure on Establishments and Contingencies in Arts colleges:—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1889-90	1884-85	Increase	Decrease
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	55,821	52,858	2,963	
Municipal Funds	5,399	1,209	4,189	..
Fees	15,802	4,562	11,240	..
Subscriptions	13,133	7,029	6,104	..
Endowments and other sources	17,526	.	17,526	.
Total	1,07,671	65,649	42,022	.

Chapter III, 132.

University Education.

Expenditure from public funds, subscriptions and endowments.

132. The additional expenditure from public funds and from subscriptions and endowments is due to the establishment of four new colleges. It will be observed that the increase of expenditure from the latter source is considerably more than three times as much as from the former.

Fees.

133. The increase in fees is due mainly to the enhanced rates that have been introduced since 1884-85. In the Lahore Government college, where a uniform fee of Rs. 2 was levied in 1884-85, the rates now vary from Rs. 7 to Rs. 10, and will rise by further increments till they reach a final limit of from Rs. 8 to Rs. 12. In Aided colleges the rates are 75 per cent. of those fixed for the Government college. In both cases 10 per cent. of the scholars may be admitted at half rates on the score of poverty. These rates are considerably higher than those generally levied in other parts of India.* In the Municipal college at Amritsar full rates have not been levied by the Municipality, and a report has been called for on the subject. In the Dayá Nand Anglo-Vedic Unaided college a fee of Rs. 3 is taken.

Scholarships.

134. The expenditure on scholarships, and the number of open scholarships and of Jubilee and other close scholarships, will be seen from the following table:—

STATEMENT OF SCHOLARSHIPS.

		1889-90.	1884-85.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	8,843	12,920	...	4,077
	District Funds	128	153	...	25
	Municipal Funds	881	1,186	...	305
	University Funds	2,442	3,428	...	986
	Other sources	1,792	1,650	142	...
	Total	14,086	19,337	...	5,251
Number of holders of	Government and University open scholarships.	53	106	...	53
	Jubilee scholarships (a)	21	...	21	...
	Zamíndárí scholarships (a)	...	...	...	...
	Other scholarships	28	25	3	...
	Total	102	131	...	29

(a) Jubilee scholarships did not exist in 1884-85, and Zamíndárí scholarships have been awarded with effect from the beginning of 1890-91.

It will be observed that there has been a considerable decrease in the expenditure both from public funds and from the funds of the University, and a considerable reduction also in the number of scholarships. Whilst the number of the scholarship-holders has greatly diminished, the number of college students, who are not in receipt of scholarships, has risen, as already stated, from 94 to 256.

* From para. 133 of Sir Alfred Croft's last published Report on Education in India, it appears that in the Presidency College, Calcutta, the Elphinstone College, Poona, and the Presidency College, Madras, the rates were Rs. 12, Rs. 10 and Rs. 5-3-0 per mensem, whilst outside the Presidency town the rates varied from Rs. 4 to Rs. 6 per mensem.

Chapter III. 135. University Education. Results of examinations.

135. The following table shows the results of the F. A. examination of the Calcutta University, and of the Intermediate, B. A., and M. A. examinations of the Punjab University, so far as candidates from Punjab Arts colleges within British territory are concerned :—

RESULTS OF EXAMINATIONS.

		1889-90.	1884-85.	Increase.	Decrease.
F. A., Calcutta ...	Candidates ...	2	...	2	...
	Passes	1	...	1	...
Intermediate, Punjab ...	Candidates ...	132	62	70	...
	Passes	100	25	75	...
B A., Punjab	Candidates ...	58	16	42	..
	Passes	31	9	22	...
M A., Punjab	Candidates ...	3	4	...	1
	Passes	...	4	...	4

Increased number of successful candidates.

136. The number of candidates for the Intermediate examination was more than double, and that for the B. A. examination treble the corresponding numbers in 1884-85, whilst the number of passes by the former standard was four times and by the latter standard more than three times as high as in 1884-85. For the M. A. examination the requirement of 50 per cent. of the marks allotted to each paper is almost prohibitive, if the papers are at all up to the standard, generally required for this examination by Indian Universities. The change that is now about to be introduced will render the honour of an M. A. degree less difficult of attainment; but it will still necessitate the possession of qualifications of a very high order.

Results in each subject of examination.

137. The following statement shows the results in each subject :—

RESULTS OF PUNJAB EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
Intermediate Examination.	Candidates	1889-90 ...	132	16	24	105	132	...	67	71	...	56
		1884-85 ...	58	7	10	47	58	...	53	8	...	35
		Increase ...	74	9	14	58	74	...	14	63	...	21
		Decrease ...	...	...	...	...	...	...	...	...	...	...
	Passes	1889-90 ...	122	16	16	88	117	...	57	65	...	50
		1884-85 ...	53	7	7	47	31	...	37	8	...	20
		Increase ...	69	9	9	41	86	...	20	57	...	30
		Decrease ...	...	...	...	...	...	...	...	...	...	...
B. A. Examination.	Candidates	1889-90 ...	58	7	11	47	19	3	28	21	2	13
		1884-85 ...	16	...	6	10	7	...	9	5	...	5
		Increase ...	42	7	5	37	12	3	19	16	2	8
		Decrease ...	...	..	...	...	...	...	...	...	...	...
	Passes	1889-90 ...	35	6	4	43	14	2	16	21	2	9
		1884-85 ...	13	...	6	8	3	...	4	5	...	5
		Increase ...	22	6	...	35	11	2	12	16	2	4
		Decrease ...	...	...	2	...	...	...	...	...	...	...
M. A. Examination.	Candidates	1889-90 ...	2	...	...	...	1	...	...	...	...	...
		1884-85 ...	1	...	...	...	...	...	...	2	...	1
		Increase ...	1	...	...	...	1	...	...	...	...	...
		Decrease ...	...	...	...	...	...	...	...	2	...	1
	Passes	1889-90 ...	...	...	...	...	...	...	...	...	...	...
		1884-85 ...	1	...	...	...	...	...	...	2	...	1
		Increase ...	...	...	...	...	...	...	...	...	...	...
		Decrease ...	1	...	...	...	...	...	...	2	...	1

Chapter III, 138.

University Education.

The most remarkable features of the above table appear to be a fivefold increase in the number of successful candidates for the B. A. examination in Persian and in Mathematics, a fourfold increase in the B. A. passes in Philosophy, and an eightfold increase in the number of passes by the Intermediate standard in History.

LAHORE GOVERNMENT COLLEGE.

Scholars.

138. The report on the Lahore Government college is printed as Appendix B. There has been a reduction of 71 in the number of students, which has fallen from 186 to 115. The falling-off is confined, however, to the Intermediate classes, which contained 53 students at the end of the year under report, against 143 at the close of 1884-85. The reduction in these classes is due to the fact, that whilst in 1884-85 the Government college was the only Arts college north of Delhi, there are now four other colleges to compete with it—two in Lahore, one in Amritsar and one in Siálkot. Of these the Mission college affords equal advantages as regards instruction, and better boarding accommodation, whilst the fees are lower. In the Anglo-Vedic college education is much less expensive, and the colleges at Amritsar and Siálkot are likely to be attractive to students of those Districts. Although, moreover, the Government college possesses a very superior staff of Professors, its educational advantages over the three minor colleges are not so great as might be supposed, since the Intermediate classes are taught chiefly by the Assistant Professors. In the higher classes the case is different. Here the number of students had risen from 43 to 62, whilst a further increase has taken place since the close of the year, so that these classes now contain 89 students, of whom 11 are reading for the degree of M. A.

Results of examinations.

139. The results of the Intermediate and B. A. examinations were satisfactory: 25 candidates were successful in the former examination and 20 in the latter, against 19 and 8 in 1884-85; whilst the six students who head the pass list for the B. A. examination were supplied by this college. The three candidates who presented themselves for the M. A. examination were unsuccessful. In 1884-85 the Lahore college sent up four successful candidates for the M. A. examination; but this result was exceptional, as the average number of passes for the last eight years is one per annum.

Boarding house

140. The plan and estimate for a college boarding house have now received the sanction of Government; and the provision of this building cannot fail to add largely to the popularity and the efficiency of the college.

Physical exercises, moral conduct, &c.

141. A satisfactory account is given by the Principal as regards the debating club, physical exercises, and the moral conduct of the students; and lectures of a moral tendency were delivered by Mr. Rattigan, the Vice-Chancellor of the University, and other gentlemen, during the course of the year.

ST. STEPHEN'S COLLEGE, DELHI.

The Report.

142. The report on St. Stephen's college, Delhi, with which the Principal has been good enough to supply me, is printed as Appendix C.

Numbers and results of examinations

143. The number of students shows a slight increase, having risen from 39 to 41. The results of the Intermediate and B. A. examinations were satisfactory, and indicate good progress since 1884-85. Eleven candidates were successful in the Intermediate and seven in the B. A. examinations, against six in the former and one in the latter examination in 1884-85.

University Education.

144. Due attention is paid to cricket and other games and exercises; the college club continues to flourish; and the general conduct of the students is reported to be excellent. Physical exercises, moral conduct, &c.

145. A grant has been sanctioned in aid of new buildings for the college and boarding-house. The new college is much wanted; it is to be a very handsome building, and will be an ornament to the part of the city in which it is erected. College building.

146. Mr. Allnutt, the Principal, records with gratitude the support and assistance that he received from Mr. Maconachie, the Deputy Commissioner of Gurgáon. I regret that he should have found himself compelled to record also the apathy of the native gentlemen of the city and of the Municipality. Support to the College from outside.

147. In his last report the Principal suggested, that examiners for the Punjab University should be required to supply reports, of which copies might be furnished to colleges that take part in the examinations, and that statements of the marks obtained by candidates in each subject should be printed and supplied to the Principals of such colleges. In the review on my report, His Honour the Lieutenant-Governor desired that these suggestions might receive special consideration; and the matter was accordingly referred to the University. The Syndicate, however, considered, that in view of the work already assigned to examiners, and the rates of remuneration at present offered, it would not be feasible to require the submission of such reports as had been suggested; and so many practical difficulties were pointed out in the course of discussion, that the Syndicate did not see its way to authorise the supply of printed lists of marks to the Principals. The Principal's suggestions as to supply of examiners' reports, &c., not accepted by the University.

THE LAHORE MISSION COLLEGE.

148. The report on the Lahore Mission college with which I have been favoured by the Principal is printed as Appendix D. Lahore Mission college.

This college was established in 1886, and is provided with a strong and efficient staff of Professors. As it was not in existence in 1884-85, the Principal has compared the statistics of the past year with those of 1888-89.

149. The college has steadily increased in numbers, and contained at the close of the year 136 students. Of these 110 were in the Intermediate and 26 in the B. A. classes. Scholars.

150. In the Intermediate examination the results were very satisfactory,* and 48 students were successful, one gaining the highest place in the Province, and another, the Aitchison-Rám Ratan scholarship, for proficiency in Sanskrit. The college sent up candidates for the first time to the B. A. examination, and four were successful out of ten who presented themselves. Results of examinations.

151. The college is supplied with excellent boarding-houses; and gymnastic exercises are regularly practised by the boarders. The conduct of the students has been good; and special attention is given to religious and moral instruction. Debating societies have been maintained under the control of the Professors; but they have not proved altogether successful. It is now intended to organize them on a somewhat more independent footing, though help and encouragement will still be afforded by the college staff. Other matters.

* In my last report I was led to underrate the success of the students of this college in the Intermediate examination in English, owing to the fact that an error had been made by the college clerk in entering the number of candidates successful in this subject in the statement contained in the Principal's report.

THE THREE MINOR COLLEGES.

Chapter III, 152. University Education.

152. The report of the Inspector of the Lahore Circle on the Dayá Nand Anglo-Vedic college at Lahore and the Municipal Board College at Amritsar is printed as Appendix E, and that of the Inspector of the Ráwalpindi Circle on the Mission college at Siálkot as Appendix F.

Minor colleges teaching up to the Intermediate standard.

Scholars.

153. The three colleges contained at the close of year 66 students, of whom 38 were in the Dayá Nand Anglo-Vedic college, 17 in the Municipal college at Amritsar, and 11 in the Mission college at Siálkot. The Municipal college and the Anglo-Vedic college were established in 1888, and the Siálkot college during the year under report.

The Dayá Nand Anglo-Vedic college.

154. The Anglo-Vedic college is supported by means of subscriptions and endowments contributed by members of the Aryá Samáj and the income from tuition fees; but the services of the Principal are given gratuitously. The college did very well in the Intermediate examination, 11 students having been successful out of 15 who presented themselves. The general arrangements are highly satisfactory.

Amritsar Municipal college.

155. The Municipal college, Amritsar, is maintained by the Municipality, and the cost is defrayed from Municipal funds and tuition fees. As explained in my last report, it has entailed little actual expense on the Municipality, as the Head Master and the Second Master of the Board school are employed in the college in the capacity of Principal and Assistant Professor, whilst the school staff has been strengthened by the appointment of officers on lower salaries. Out of nine students presented for the Intermediate examination five were successful. The general arrangements are good, and special attention is given to physical exercises.

Scotch Mission college at Siálkot.

156. The college at Siálkot has been established in connexion with the Aided High school maintained by the Scotch Mission in that station. The cost so far has been met almost entirely from private funds. The general arrangements appear to be satisfactory; and the college, though small at present, seems to promise well for the future.

THE ORIENTAL COLLEGE.

The Oriental college.

157. The Principal of the Oriental college has supplied me with a copy of the report on the college and school, which he submitted to the Committee of Management, and a copy of the remarks recorded by the Committee on the report. These have been reproduced as Appendix G, with the omission of some portions of the report, and more especially of the statistical tables, which contain details useful to the Committee, but not of sufficient general interest to warrant their publication.

Reorganization.

158. Two years ago the school and college departments were reorganized, in accordance with the recommendations of a Sub-Committee, that had been appointed to report on the subject. On this occasion the Vaidya and Yúnání Medical classes were transferred to the Medical college and the Engineering class to the Mayo School of Industrial Art; the practice, that had previously prevailed, of allowing students nominally in the Hindí department to attend the Government college and read for the Arts examinations through the medium of English was discontinued; and the number of stipends was largely curtailed. These measures caused, as was inevitable, a considerable reduction in the number of scholars.

Chapter III, 159.
University Education Statistics.

159. Comparing the statistics for the last year with those of 1884-85, and excluding from our calculation students of the Government college, who come for an hour or two daily to learn an Oriental language, we find a reduction from 119 to 81 in the number of students attending the college department, and a reduction from 145 to 57 in those attending the school. The college, on the other hand, contained at the close of the year under report 17 students and the school 36, who were not in receipt of stipends or scholarships, whilst nearly every student received an allowance of some description in 1884-85. In the college department the expenditure on establishments and contingencies has been reduced from Rs. 20,931 to Rs. 18,669, and that on scholarships and stipends from Rs. 9,746 to Rs. 5,779. In the school there has been an increase in the expenditure on establishments and contingencies, which has risen from Rs. 2,883 to Rs. 4,368, whilst the expenditure on scholarships and stipends has fallen from Rs. 2,164 to Rs. 631. This shows a total reduction of Rs. 6,277 mainly on account of stipends.

Functions performed by the college and school

160. As explained in my last report, the college and school now exercise three distinct functions: (1), they prepare students for the Intermediate and degree examinations on the Oriental side; (2), they prepare for the Oriental titles examinations, teaching at the same time the elements of English; and (3), they afford instruction in Oriental languages to students of the Government college, who are reading for the Arts examinations, and also to students who have passed the B. A. examination, and are reading for the M. A. examination in Arabic or Sanskrit.

The present arrangement of requiring students of the Government college to attend the Oriental college for instruction in Arabic, Persian and Sanskrit was introduced in 1884; and the Maulaví and Pandit previously employed in the Government college were transferred at the same time to the Oriental college, a special grant being allowed to the University equal to the amount previously paid by Government on account of their salaries. The grant on this account has now been raised to Rs. 5,580 per annum, as it was found necessary to utilise the services of several teachers to perform the work efficiently, and the Principal of the Oriental college also takes part in the instruction of the students of the Government college.

Classes attended by students.

161. At the close of the year 19 students were attending the Intermediate and degree classes; 62 were preparing for the Titles examinations; all the Government college students came daily to learn an Oriental language; and 3 students who had passed the B. A. examination were reading for the M. A. examination in Arabic or Sanskrit.

Preference shown to Urdú and Arabic over Hindí and Sanskrit.

162. It is remarkable that all the students, who are preparing for the Intermediate and degree examinations, are reading through the meduin of Urdú or studying Arabic after passing the B. O L. examination. None have taken up Hindí or Sanskrit. The reason, no doubt, is that a knowledge of Hindí and Sanskrit does not lead to remunerative employment; whereas a man, who passes in Urdú and Arabic, may still hope to become a pleader or to enter Government service, though this advantage cannot be expected to last. I have referred above in para. 124 to the probability that candidates will cease, if existing conditions remain unchanged, to present themselves for Oriental degrees, and have indicated how this might, in my opinion, be prevented.

Chapter III, 163

University Education.

Classes for Oriental titles examinations.

163. The classes for the titles examinations are much more popular. As already stated, the students learn the elements of English, which will enable them to acquaint themselves with modern methods of research and the results of modern criticism. These classes will in time supply our schools and colleges with better qualified teachers of Oriental languages than are at present available. Students on the Arts side are required to translate from an Oriental language into English, and to answer in English questions set in English on the Oriental language, in which they are examined, whilst they receive their instruction in almost all cases from teachers who are not acquainted with the English language.

Sanskrit classes.

164. Government college students who take up Sanskrit are, however, more fortunate than others; as Dr. Stein devotes a great part of his time to the instruction of the first and second year and the M. A. classes.

Results of examinations.

165. The results of examinations have been very creditable to the college; and the only candidate successful in the M. A. examination was a former student of the Government college, who joined the Oriental college to read Sanskrit, after taking the degree of Bachelor of Arts.

THE MEDICAL COLLEGE AND SCHOOL.

The Medial college and School.

166. The report of the Principal of the Medical college is printed as Appendix H, and the following remarks have been supplied by the Inspector-General of Civil Hospitals:—

"The increasing popularity of the Medical College and School is a gratifying feature of the Principal's Report for the year 1889-90.

"This is especially evident because the Principal compares the statistics of last year with those of 1885, so that the progress of five years can be seen at a glance. Much has been done during this interval, and the progress of the College and School, as regards the numbers attending, the increased facilities for instruction, and the educational standard of the scholars themselves, are all worthy of notice. On the 31st of March 1885 there were 188 students in the College and School. On the same date this year there were 300, or an increase of nearly 59 per cent.

"In the College, or English class, there were 71 students in 1885; now there are 106, an increase of 49 per cent.

"In the School or Hindustáni class, there were in 1885 115 students. There are now 194 students, an increase of 65 per cent.

"A very satisfactory feature of this increase is that the number of free students, or those who do not hold scholarships, has made a very noteworthy advance. In 1885 there were 27 free students in the College and School, a little more than 14 per cent. of the total number studying. On the 31st March last the free students numbered 81, or 27 per cent. of the total number of students; while the number itself is an increase of 300 per cent. over that of 1885. In the College 53 students, or exactly half, do not hold scholarships; while in the School only some 14 per cent. of the scholars do not hold them. This is explained, however, by the fact that nearly one-third of the scholars belong to the Military Class and receive their training at the expense of Government.

"It may be hoped that in time the number of scholarships will diminish, as the career of medicine offers increasing inducements to candidates to qualify for it without aid from Government and public bodies, and I think the above figures show a satisfactory progress in this direction during the last five years.

"In this connection, I may mention that Government has withdrawn the guarantee of five appointments annually to Assistant Surgeons, when the students who entered the College on the faith of this guarantee have passed out. The prosperous condition of the College and the attractions of a Medical career, it is confidently expected, will provide a sufficient number of Assistant Surgeons, not only for the needs of the public service, but also for the medical requirements of the Province. In all professions the supply adjusts itself to the demand, and there is no reason to expect that the medical profession will be an exception to this rule.

"Another satisfactory feature in the progress of the College and School is the increase in the number of female students. In 1885 there was one female student in the College and three in the School. Now we have four female students in the College and nine in the School. This, though satisfactory as far as it goes, still leaves much to be desired in this direction, considering the vast field there is in the Punjab for the employment of female medical practitioners. The habits and prejudices of the people leave a very large number of women a prey to female quacks and charlatans. It is in the power of Local Bodies to do much to remedy this state of things by providing scholarships for female students and inducing women of a respectable position to train themselves as qualified medical practitioners.

"A most important step in this direction has been taken by providing a suitable residence in Lahore for female students. In November last, Her Excellency the Marchioness of Lansdowne laid the foundation-stone of the Lady Lyall Home for female medical students, which will be ready for occupation in November next. Here female students will have every comfort and supervision with that seclusion which is in accordance with custom among native women.

"In the matter of increased facilities for instruction, a very material advance has been made within the last five years. In 1886 two additional Professors were appointed to teach the subjects of Anatomy and Physiology. The gain to medical education by this step has been great, as the Professors can devote more time to the subjects they teach than formerly But still something more remains to be done in this respect. The numbers both in the College and School are now larger than the present staff of Professors can teach with advantage to those taught. The Principal remarks that though the entries for the current year are not yet fully known, they promise to be an increase even on the numbers of last year, the largest yet recorded. This matter was noticed last year when stress was laid on the fact that efficient teaching is incompatible with large classes. The results to the students themselves, and, I may add, to the public at large, from inferiorly qualified medical practitioners, are so grave that there are only two possible remedies: one limiting the number of students in the College and School, which is to be deprecated alike in the interest of Medical Science and the welfare of the population at large; and the other to increase the professional staff; and the time seems to have come when this is imperatively called for. A second Demonstrator of Anatomy was sanctioned last year, and it is highly probable that the native teaching staff will have to be strengthened. As regards the educational standard of the students themselves, the progress made has kept pace with the general advance of education throughout the country. The Principal points out that among the College students 7 have passed the Intermediate Arts Examination and one student has graduated in Arts. No change has been made, however, in the educational tests qualifying for entrance to the College; and while always giving the preference to students with higher educational qualifications, I think it will be perhaps advisable to allow some further period to elapse before raising these for ordinary students. The chief end to be aimed at is to provide a sufficient supply of qualified medical practitioners for the needs of the Province. The present standard apparently does this. It is when the supply becomes rather more than the demand that we can insist on higher educational standards in our students.

"In the School classes, however, a more material advance has been made, and it is now compulsory on all students entering the Civil and Military classes to be trained as Hospital Assistants to pass the Anglo-Vernacular Middle School Examination, and the Principal remarks that many students of the other classes have done the same and show an acquaintance with English and with European modes of thought, which cannot but have a beneficial effect on their studies and on themselves when they become practitioners of medicine.

"The general intelligence of the scholars has also markedly increased, which is doubtless the result of the advance of education among the people generally. I see no reason why the same tests should not be compulsory for Local Fund and Hakim students: the latter perhaps may consider they have a prescriptive right to medical education without this test; but it would be no hardship on Local Bodies to insist on their candidates passing

Chapter III, 166. University Education.

the Middle School Examination. As regards female students of the Hospital Assistant's class, I am afraid that the standard of education among women is at present such that it would not be politic to press for any higher standard than an ability to read and write Urdú or Hindí.

"The expenditure has of course materially increased in the last five years with the progress of the institution. The expenditure on establishment and contingencies in 1885 was Rs. 60,061, of which Rs. 56,038 was contributed from Provincial revenues and Rs. 4,023 from other sources. Last year the expenditure was Rs. 82,563, of which Rs. 72,952 was from Provincial revenues and Rs. 9,611 from other sources. In 1885 Government contributed 93·5 per cent. of the general expenses of the institution, and last year 89 per cent. It is also noteworthy that Rs. 1,336 was realised from fees paid by students in the College last year. The payment of fees at the rate of Rs. 2 per mensem from each student was made compulsory on those entering in 1887, so last was the third year of its operation. If all the students now in the College paid fees, Rs. 2,444 would accrue from this source. In view of the increasing number of students, the Principal considers that the fees might be raised to Rs. 4 for each student entering next year. This, however, will depend on the numbers who enter this year.

"The Principal points out that the increased expenditure is mainly due to the salaries of two additional Professors and apparatus for the Laboratory, Anatomical and Pathological Museums, which two latter may almost be said to have been established in the period under review. The salaries of Junior Demonstrator and an Apothecary are also charged to Provincial expenditure for the Medical School. Under the head of "Endowments and other sources" the cost of a home for female students, which was opened last year, has been debited, and also the salaries of the teachers of the Oriental Medical classes. In both these instances the expenditure does not properly come out of the revenues of the Medical College or School. The Punjab Branch of the Countess of Dufferin's Fund has met the charge for the home for female students, and the Punjab University that of the teachers of Oriental Medicine. In five years the expenditure has increased by Rs. 22,502, of which Rs. 16,914 has been paid from Provincial revenues, or 75 per cent. of the total increase; but the Principal remarks that this large increase is also concurrent with a great development of the School and College, which now stands in the first rank of these institutions in India.

Scholarships and stipends.

"In the five years under review the value of Government scholarships in the College has increased from Rs. 5,388 to Rs. 7,153; that of those from District Funds has decreased by Rs. 578; while Municipalities have ceased to contribute. A small increase is noticeable in University scholarships, and in those from other sources. The stipends, as they are called, for the Hindustání class also show a marked advance on the figures of five years ago. The Provincial stipends in 1885 were valued at Rs. 7,873, and now reach Rs. 12,346, being an increase of Rs. 4,473, or 56 per cent. District Funds contribute less by Rs. 255 than they did five years ago, while stipends from Municipal Funds and miscellaneous sources show an increase. In 1885 the sum of Rs. 18,781 covered the value of all scholarships from every source. In 1890 they reach the value Rs. 26,227, an increase of Rs. 7,446, or 39 per cent. It is worthy of remark that in 1885 Local Boards and endowments contributed 29 per cent. of the total value of scholarships, whereas they now contribute only 25 per cent. The State subsidises medical education very largely in the Punjab, and no doubt it was necessary to do so when this education was first introduced into the Province. It will also be necessary at all times to maintain a certain number of scholarships to encourage study and afford opportunities to poor men of talent. But large State endowments should not be maintained longer than is necessary to promote the objects for which they were established. The effect of these large endowments and the guarantee of five appointments annually to Assistant Surgeons has been that in four years the number of students in the College has doubled. The Principal informs me that the numbers in the current year exceed 140, and the public service has a reserve of nearly double its sanctioned strength. The Government guarantee has been withdrawn in the case of all students who now enter the College; but Government still maintains 43 scholarships at an annual expenditure of Rs. 7,153. The number of scholarships in the College equalled half the number of students last year, so there was a scholarship for every other student. I cannot see the necessity for maintaining this large number, especially at the expense of the State, and I would beg the Principal's attention to the possibility of reducing the number. Although the stipends in the Medical School have

increased nearly 50 per cent. over the number in 1885, and are now 166 to 114 in 1885, I do not think they should be disturbed; inasmuch as a large number of these students are trained for military employ, and the number of students is not in any way in excess of the demand.

"The Principal reports satisfactory progress in the results of the College Examinations over those recorded for 1885; but it is still more satisfactory to find the results for last year are a distinct improvement on those of 1888-89. In that year only 50 per cent. of the junior students in the College passed their examination, and only 75 per cent. of the senior class, whereas last year 70 per cent. of the junior and 83 per cent. of the senior students passed successfully.* It is gratifying to think that this result is due to a more thorough acquaintance with the subjects taught. In the School the results last year were not quite so good as in the previous year, when 93 per cent. of the students passed to 83 per cent. last year.

"The only remaining points noticed by the Principal are the additions to the museum of Natural History and Physics, and the limited accommodation of the Dissecting Room, which was only opened a few years ago. The increasing number of students will necessitate a larger Dissecting Room being built on another site.

"The Principal notices with regret the death last year of Miss Connor, the first female student who obtained the diploma of Licentiate of Medicine and Surgery of the Punjab University in the Punjab. She was a most distinguished student, and her early death closed a career of some promise.

"The Principal pays a just tribute to the lasting benefits conferred on the College and School by Dr. T. E. B. Browne, the late Principal, who retired from the service in October last. This officer was connected with the institution from its earliest days, and his name will be inseparably associated with medical education in the Punjab, which he may be said to have founded, and which by his ability, as a teacher, he has mainly contributed to establish in its present prosperous condition."

Note by Director of Public Instruction.—The above remarks and the figures given in the Principal's Report refer to the examinations held in 1889. In the statement heading this Chapter the results of examinations held in April 1890 are shown, and these are less favorable than those of the preceding year.

Chap. IV, A, 167. Secondary Schools.

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			Anglo-Vernacular.									Number of				
			Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	Vernacular Board Schools.	Vernacular Aided Schools.	Total Anglo-Vernacular and Vernacular Schools.	Number learning English.	Number of agriculturists.	Open Scholarships.	Jubilee Scholarships.	Zamindári Scholarships.	Other close Scholarships.	Total.
Number of High Schools.	1889-90	...	17	19	4	40	...	1	41	...	...	...	...	...	...	...
	1884-85	...	13	13	1	27	1	2	30	...	...	...	...	...	...	...
	Increase	...	4	6	3	13	...	...	11	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...
Number of Middle Schools.	1889-90	...	53	14	9	76	124	...	200	...	...	...	...	...	...	...
	1884-85	...	45	18	1	64	125	...	189	...	...	...	...	...	...	...
	Increase	...	8	...	8	12	...	...	11	...	...	...	...	...	...	...
	Decrease	...	...	4	...	...	1	...	...	...	...	...	...	...	...	...
Total number of Secondary Schools.	1889-90	...	70	33	13	116	124	1	241	...	...	...	...	...	...	...
	1884-85	...	58	31	2	91	126	2	219	...	...	...	...	...	...	...
	Increase	...	12	2	11	25	...	..	22	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	2	1	...	...	...	...	...	...	...	...
Number of Scholars. — High Stage ...	1889-90	...	665	616	192	1,473	...	57	1,530	1,515	175	309	53	...	85	447
	1884-85	...	554	336	10	900	12	120	1,032	900	...	...	...	...	...	...
	Increase	...	111	280	182	573	...	...	498	615	...	...	...	...	...	...
	Decrease	...	...	...	...	...	12	63	...	...	...	...	..	...	...	...
Middle Stage ...	1889 90	...	3,851	2,151	444	6,446	3,819	...	10,265	6,446	2,305	547	144	...	619	1,310
	1884-85	...	2,881	1,261	93	4,235	3,454	35	7,724	4,235	...	...	...	...	...	...
	Increase	...	970	890	351	2,211	365	...	2,541	2,211	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	35	...	...	...	...	...	...	...	...
Total Secondary Stage.	1889 90	...	4,516	2,767	636	7,919	3,819	57	11,795	7,961	2,480	856	197	...	704	1,757
	1884-85	...	3,435	1,597	103	5,135	3,466	155	8,756	5,135	...	...	...	...	...	...
	Increase	...	1,081	1,170	533	2,784	353	...	3,039	2,826	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	98	...	...	...	...	...	...	...	...
Upper Primary Stage.	1889-90	...	5,108	2,108	501	7,717	3,159	...	10,876	7,717	2,301	13	4	...	40	57
	1884-85	...	4,300	1,837	108	6,245	2,862	35	9,142	6,227	...	...	...	...	...	...
	Increase	...	808	271	393	1,472	297	...	1,734	1,490	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	35	...	...	...	...	...	...	...	...
Lower Primary Stage.	1889-90	...	6,531	3,397	697	10,625	10,453	...	21,078	811	4,744	...	...	...	8	8
	1884-85	...	6,400	4,135	371	10,906	12,616	33	23,555	1,447	...	...	...	...	...	...
	Increase	...	131	...	326	...	...	...	...	...	...	...	...	...	...	...
	Decrease	...	...	738	...	281	2,163	33	2,477	636	...	...	...	...	...	...
Total Primary Stage.	1889-90	...	11,639	5,505	1,198	18,342	13,612	...	31,954	8,528	7,045	13	4	...	48	65
	1884-85	...	10,700	5,972	479	17,151	15,478	68	32,697	7,674	...	...	...	...	...	..
	Increase	...	939	...	719	1,191	...	...	...	854	...	...	...	...	...	...
	Decrease	...	...	467	...	...	1,866	68	743	...	...	...	...	...	...	...
Grand Total ...	1889-90	...	16,155	8,272	1,834	26,261	17,431	57	43,749	16,489	9,525	869	201	...	752	1,822
	1884-85	...	14,185	7,569	582	22,286	18,944	223	41,453	12,809	...	...	...	...	...	...
	Increase	...	2,020	703	1,252	3,975	...	...	2,296	3,680	...	...	...	...	...	...
	Decrease	...	...	...	...	...	1,513	166	...	...	...	...	...	...	...	...

Figures as regards number of agriculturists and number of scholarships for 1884-85 are not available.

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS).

	Paras.
Section A.—Secondary Schools.	
Schools and scholars ...	167—169
Expenditure	170—171
Scholarships	172—174
Fees	175
Results of examinations .	176—179
Boarding-houses	180—181
Advance of English education ...	182—185
Section B.—Primary Schools.	
Schools and scholars	186—189
Expenditure	190—192
Fees	193
Scholarships	194
Results of Primary examinations	195
Zamíndárí schools	196—199
Gurmukhí schools	200

	Paras.
Section C.—General Questions.	
Localisation of departmental schools	201—204
New grant-in-aid rules	205—208
Localization of grants-in-aid ...	209—210
Character of instruction	211—213
The Punjab Science Institute ...	213½
Entrance examination in Science	214
"Clerical and Commercial examination"	215
Physical training	216—218
Conduct and discipline of students	219
School buildings and appliances	220
Rewards and prizes	221—222
General progress...	223
Education in Native States ...	224—225

SECTION A.—SECONDARY SCHOOLS.

Number and distribution of Secondary schools and scholars.

167. The table on the opposite page shows the number and distribution of Secondary schools for native boys, and of the scholars attending them, at the close of the year under report and at the end of 1884-85.

Number of schools.

168. There were 241 such schools at the close of the last year. Nearly half of them were Anglo-Vernacular schools, which have increased in number by 27 per cent., whilst the number of Vernacular schools is slightly less than before. Of the Anglo-Vernacular schools 40 were High schools, being an increase of 50 per cent. over 1884-85. The Oriental College school is now the only Vernacular High school in the Province. It will be observed that the number of Unaided Anglo-Vernacular schools has risen from 2 to 13.

Scholars.

169. Secondary schools contained nearly 44,000 scholars, being an increase of something over 5 per cent. About 12,000 boys were in the Secondary stage, and two-thirds of these attended Anglo-Vernacular schools. In the Secondary stage the increase of numbers is very considerable, amounting, in the case of Anglo-Vernacular schools, to considerably more than 50 per cent.; and it is worthy of special remark, that in the Deraját Circle the attendance in the Secondary department of such schools has nearly doubled.

Chap. IV, A, 170.

Secondary Schools.

Expenditure.

170. The following table shows the expenditure during the last year and the year 1884-85:—

EXPENDITURE ON SECONDARY SCHOOLS FOR NATIVE BOYS.

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ANGLO-VERNACULAR SCHOOLS.							
Government and Board schools.	1889-90	4,752	22,062	1,62,662	1,18,123	8,331	3,15,930
	1884-85	1,44,002	17,433	35,818	59,071	5,594	2,61,918
	Increase	...	4,629	1,26,844	59,052	2,737	54,012
	Decrease	1,39,250	...	...	...	...	...
Aided schools	1889-90	57,570	336	9,211	82,977	50,219	2,00,313
	1884-85	46,404	440	7,764	22,121	46,484	1,23,213
	Increase	11,166	...	1,447	60,856	3,735	77,100
	Decrease	...	104	...	...	...	...
Unaided schools	1889-90	...	...	...	10,727	28,831	39,558
	1884-85	...	...	...	888	5,271	6,159
	Increase	...	...	...	9,839	23,560	33,399
	Decrease	...	...	..	...	...	...
Total Anglo-Vernacular schools.	1889-90	62,322	22,398	1,71,873	2,11,827	87,381	5,55,801
	1884-85	1,90,406	17,873	43,582	82,080	57,349	3,91,290
	Increase	...	4,552	1,28,291	1,29,747	30,032	1,64,511
	Decrease	1,28,084	...	...	...	...	...
VERNACULAR SCHOOLS.							
Board schools	1889-90	...	61,759	20,846	27,208	642	1,10,455
	1884-85	932	67,176	27,754	11,982	586	1,08,430
	Increase	...	...	..	15,226	56	2,025
	Decrease	932	5,417	6,908	...	...	...
Aided schools	1889-90	912	39	76	31	3,310	4,368
	1884-85	...	240	360	49	3,176	3,825
	Increase	912	...	...	...	134	543
	Decrease	...	201	284	18	...	...
Grand Total Anglo-Vernacular and Vernacular schools.	1889-90	63,234	84,196	1,92,795	2,39,066	91,333	6,70,624
	1884-85	1,91,338	85,289	71,696	94,111	61,111	5,03,545
	Increase	...	..	1,21,099	1,44,955	30,222	1,67,079
	Decrease	1,28,104	1,093	...	...	...	...
Scholarships	1889-90	2,872	41,428	10,317	...	11,971	66,588
	1884-85	14,321	31,267	5,680	223	7,673	59,164
	Increase	..	10,161	4,637	.	4,298	7,424
	Decrease	11,449	...	...	223	...	...

The increase of expenditure is considerable, amounting to Rs. 1,67,000. The additional income from private sources, however, exceeds the above amount by Rs. 8,000, and there has been a corresponding decrease in the expenditure from public funds. In Government and Board schools the expenditure has risen in consequence of the increase that has taken place in the number of schools, and the fact that several schools have been raised to the higher grade. In Aided schools an expenditure of Rs. 41,000 out of the total increase is due to the establishment of the Aitchison college, which is an institution of an exceptional character, and the remainder to the improvements that have been effected in Aided schools, the majority of which have now a High department. The large increase in the number of Unaided schools accounts of course for the increase of expenditure in their case.

Expenditure from Provincial revenues and from Municipal Funds.

171. There is an apparent decrease of about Rs. 1,40,000 in the expenditure from Provincial revenues on Government and Board schools. This is due to the localization of all schools

Chap. IV, A, 172.

Secondary Schools.

formerly managed by the Department, with the exception of the Central Model school attached to the Training college, which is now the only Government Secondary school in existence. The amount formerly expended directly on these schools by Government is now paid by the Accountant-General to the Municipalities, so that there has been no real reduction in the expenditure incurred by Government. In like manner, the increased expenditure from Municipal funds is merely nominal, as it is more than covered by the grant paid by the Accountant-General. The increased expenditure from Provincial revenues on Aided schools is due mainly to the grant paid to the Aitchison college.

Expenditure on scholarships.

172. Of the amount shown as expended on scholarships, Rs. 8,100 were spent in the Aitchison college, so that the sum spent last year on ordinary schools was something over Rs. 58,000, or rather less than in 1884-85. The reduction in the expenditure from Provincial revenues and the increase in that from District funds are due to the fact, that when District Boards were relieved of the expenditure incurred on the salaries of District Inspectors and Chief Muharrirs and contributions to the cost of training institutions, they were required to defray the cost of High School open scholarships formerly paid by Government. Rupees 18,000 were allowed for such scholarships, it being understood that the balance of the funds placed at their disposal was to be spent on the extension and improvement of Primary education. The amount expended by District Boards on scholarships of other descriptions has been reduced.

There would be a reduction also under the head of expenditure on scholarships from other sources, but for the expenditure in the Aitchison college above referred to, which is paid from the proceeds of endowments, supplied originally to a large extent by Local Bodies. The expenditure incurred by Municipalities has increased.

Improvements in the manner of award of scholarships.

173. The rules for the award of scholarships have undergone considerable alterations since 1884-85. Provision now exists for the annual award of 176 open High school scholarships and 246 open Middle School scholarships. The former are paid, as explained in the preceding paragraph, from District funds, and the latter mainly from the same source, though Municipalities contribute to some extent. A certain number of the High school scholarships are open to the students of each Division, and a certain number of less value to those of each district. The open Middle School scholarships are apportioned amongst the different Districts, a certain number being assigned to each. The High School scholarships are awarded on the results of the Middle School examination, and are tenable for two years, and the Middle School scholarships on the results of the Upper Primary examination, and are tenable for three years, the period being extended in each case in favour of students, who pass the examination in the Vernacular and subsequently take up the study of English. Jubilee scholarships are confined to Muhammadans. Forty-four High School Jubilee scholarships are awarded annually by Government, and Middle School Jubilee scholarships are provided at the discretion of Local Bodies. Provision has been recently made for the award of Zamíndárí scholarships to Hindú and Sikh agriculturists who are Jats or Rájpúts by caste. Fourteen High School scholarships will be provided annually by Government; and Local Bodies are authorized to provide Zamíndárí Middle

School scholarships. The first award of such scholarships took place after the close of the last school year. A certain number of Jubilee and Zamíndárí College scholarships also are provided by Government. Other close scholarships subject to various restrictions, which must not, however, be such as to conflict with the rules laid down by Government, are awarded by Local Bodies and by private persons and associations.

Lapsed scholarships.

174. It necessarily happens that some scholarships are not taken up and others lapse from various causes; so that the total number held at any one time is considerably less than would be the case, if all were taken up, and held during the full period, for which they are available.

Fees.

175. The most remarkable feature in these statistics is the very large increase of tuition fees which they disclose. Those in Government and Board Anglo-Vernacular schools have doubled; those in Aided Anglo-Vernacular schools, even if we exclude from calculation the Aitchison college, have increased by 119 per cent.; and those in Vernacular Board schools by 127 per cent. In some cases the increase has been enormous. It is reported, for example, that in the Siálkot District the fees levied in Secondary schools have increased fourfold. The proportion of the total expenditure again, which is met from school fees, has risen in Government and Board Anglo-Vernacular schools from 22 to 37 per cent.; in Aided Anglo-Vernacular schools, exclusive of the Aitchison college, from 18 to 30 per cent.;* and in Vernacular Board schools from 11 to 25 per cent.

The fees shown in the case of Unaided schools have been swollen by the inclusion of those levied in the Christian Boys' Boarding school at Ludhiána, which is, like the Aitchison college, of an exceptional character. After deducting the fees and the expenditure on account of this institution,† it will be found that the tuition fees in the other Unaided schools amounted to 29 per cent. of the expenditure, against 14 per cent. in 1884-85.

Results of examinations.

176. The following statement shows the results of the Entrance examination of the Punjab University and the Middle School examination for the last year and for 1884-85:—

* The fees levied in Aided schools amounted to Rs. 82,977, or, deducting Rs. 34,612 levied in the Aitchison college, to Rs. 48,365. The total expenditure amounted to Rs. 2,00,313, or, deducting Rs. 41,079 expended on the college, to Rs. 1,59,234.

† Fees Rs. 3,287, expenditure Rs. 14,100. It appears that the expenditure on the boarding establishment was included in the returns supplied by the Manager, which should not have been done; and the Inspector failed to obtain corrected returns or to report the matter in time for their correction in the returns compiled in the Director's office.

Chap. IV. A, 176.

Secondary Schools.

SECONDARY EDUCATION (NATIVE BOYS)—ABSTRACT STATEMENT OF RESULTS OF PUNJAB EXAMINATIONS.

		Entrance Examination.			Middle School Examination.				
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.*	Number passed.*	Percentage of passed on number candidates.	Number who took up English only.	Number passed in English only.
Anglo-Vernacular Examination.									
Government and Board schools.	1889-90 ...	315	168	53·3	1,207	876	72·6	82	81
	1884-85 ...	281	151	53·7	689	599	86·9	85	82
	Increase ...	34	17	...	518	277	..	...	...
	Decrease ...	...	...	·4	..	...	14·3	3	1
Aided schools ..	1889-90 ...	286	131	45·8	747	492	65·9	78	71
	1884-85 ...	177	86	48·6	347	274	78·9	24	20
	Increase ...	109	45	..	400	218	...	54	51
	Decrease ...	...	...	2·8	...	...	13·0	...	...
Unaided schools ...	1889-90 ...	84	40	47·6	228	131	57·5	11	8
	1884-85 ...	5	2	40·0	59	39	66·1	2	2
	Increase ...	79	38	7·6	169	92	...	9	6
	Decrease ...	...	...	...	...	...	8·6	...	..
Total Anglo-Vernacular Examination.	1889-90 ...	685	339	49·5	2,182	1,499	68·7	171	160
	1884-85 ...	463	239	51·6	1,095	912	83·2	111	104
	Increase ...	222	100	...	1,087	587	...	60	56
	Decrease ...	...	...	2·1	..	..	14·5	...	...
Vernacular Examination.									
Government and Board schools	1889-90 ..	14	4	28·6	1,148	768	66·9	...	...
	1884-85 ...	6	5	83·3	951	780	82·0	...	...
	Increase ..	8	...	...	197	...	...	...	...
	Decrease ...	...	1	54·7	..	12	15·1	...	...
Aided schools .	1889-90 ...	4	4	100·0	13	8	61·5	...	...
	1884-85 ...	18	14	77·8	8	6	75·0	...	...
	Increase ...	...	...	22·2	5	2	...	...	...
	Decrease ...	14	10	...	...	...	13·5	...	...
Unaided schools	1889-90 ...	1	..	...	3	3	100·0	...	...
	1884-85 ...	...	...	...	..	...	...	...	...
	Increase ...	1	...	...	3	3	100·0	...	...
	Decrease ...	..	...	...	.	...	...	...	...
Total Vernacular Examination.	1889-90 .	19	8	42·1	1,164	779	66·9	...	..
	1884-85 ...	24	19	79·2	959	786	81·9	...	...
	Increase ...	...	...	...	205	..	...	...	...
	Decrease ...	5	11	37·1	...	7	15·0	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1889-90 ...	704	347	49·3	3,346	2,278	68·1	171	160
	1884-85 ...	487	258	52·9	2,054	1,608	82·7	111	104
	Increase ...	217	89	...	1,292	560	...	60	56
	Decrease ...	...	...	3·6	..	...	14·6	...	...

Exclusive of those who took up English only.

Note.—The results of the Entrance examination, as regards the Oriental college school and Unaided schools, are not included in the figures given at page 49 of the Report for 1884-85.

Chap. IV, A, 177.

Secondary Schools.

It will be seen that there has been a considerable increase in the number of passes by the Anglo-Vernacular Entrance examination, amounting to 42 per cent. The increase is mainly in Aided and Unaided schools. Board schools, however, have obtained the highest number of passes as compared with the number of candidates. In the Anglo-Vernacular Middle School examination also, there has been a large increase in the number of passes, which is higher by 64 per cent. than in 1884-85. The increase has taken place in all classes of schools. The proportion of passes as compared with the number of candidates is not, however, equal to that of 1884-85, when it was very high in Board and Aided schools, more especially in the former. There has been a very large increase chiefly in Aided schools in the number of boys, who passed in English only having previously passed the Vernacular examination, and joined an Anglo-Vernacular school to study English. It will be noticed that there were remarkably few failures amongst such candidates. In the Vernacular Middle School examination there was no increase in the number of passes, though the number of candidates was considerably higher.

Future of the Entrance and Middle School examinations.

177. The measures, that have been taken by the Punjab University, to reduce the number of optional subjects for the Entrance and the Middle School examinations, and to render these examinations less stringent in some individual subjects, whilst maintaining the present percentages of pass marks, required in the aggregate and in the English language, have been already described in Chapter III. These changes will enable the students to devote more time to the study of English during the whole of the Middle and High School courses, which extend over five years; and whilst the general standard of attainments required by the University remains the same, a boy, who acquits himself satisfactorily on the whole, will be less liable to failure in one individual subject. The new arrangements will conduce to a larger number of passes and a better knowledge of English.

Schools that specially distinguished themselves in the examinations.

178. For the Punjab Entrance examination, the Dayá Nand Anglo-Vedic school, which is an Unaided institution, supplied the largest number of candidates, and secured the largest number of passes, 34 students having been successful out of 68, who presented themselves; though the number of students who passed, as compared with the number who presented themselves, was larger in some of the other schools. Thus, amongst those supplying a large number of candidates, the Municipal Board school at Lahore passed 25 students out of 46, that at Amritsar 25 out of 37, and that at Gurdáspur 18 out of 25; and where the number of candidates was small, the proportion of passes was sometimes much larger, the Jullundur Municipal Board school, for example, having secured 8 passes out of 11 candidates, whilst all the 9 students from the Hoshiárpur Municipal Board school were successful. The progress exhibited in the Deraját Circle is highly satisfactory. In 1884-85 there were but 3 candidates, who all failed, whereas 14 out of 24 were successful in the recent examination. It may be added, with reference to this Circle, that the Municipal Board schools at Dera Ghází Khán and Dera Isma'íl Khán were very successful in the Middle School examination, and that a Muhammadan boy from the latter school took the first place in the Province.

Calcutta Entrance.

179. The results of the Entrance examination of the Calcutta University are given below. They were very favourable during the past year, as compared with 1884-85.

ENTRANCE EXAMINATION, CALCUTTA UNIVERSITY.

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Government and Board schools	1889-90	73	34	46·6
	1884-85	22	5	22·7
	Increase	51	29	23·9
	Decrease	...	...	...
Aided schools	1889-90	69	28	40·6
	1884-85	52	20	38·6
	Increase	17	8	2·0
	Decrease	...	...	...
Unaided school	1889-90	18	12	66·6
	1884-85	...	...	...
	Increase	18	12	66·6
	Decrease	...	...	...
TOTAL	1889-90	160	74	46·2
	1884-85	74	25	33·8
	Increase	86	49	12·4
	Decrease	...	...	...

It will be noticed that, notwithstanding the higher percentages of pass marks required by the Punjab University, the proportion of passes, as compared with the number of candidates, was slightly higher in the Punjab Entrance than in the Calcutta Entrance examination. This may be ascribed to the fact, that candidates for the latter examination receive, as a rule, no special preparation; and that clever boys, who have some confidence in their ability to pass the Punjab Entrance examination, on the results of which scholarships are awarded, can have no inducement, unless in exceptional cases, to present themselves for the Calcutta examination.

Boarding-houses.

180. Great progress has been made during the last five years in the extension and improvement of the boarding-house system; and rules have been laid down in the Punjab Education Code with the view of securing the efficient management of boarding-houses generally, and more especially of those under the management of Local Bodies. In the Delhi Circle, the accommodation is reported to be adequate in four out of the seven districts, but insufficient in the other three. Where suitable buildings exist, the superintendence and general management have been well conducted. In the Jullundur Circle, a boarding-house is attached to almost every Secondary school; but the accommodation is sometimes inadequate, and the buildings are often unsuitable; the supply of servants and of furniture is sometimes insufficient; and the Superintendents have not always been judiciously selected. Much, it is said, has been effected in the way of improvement during the last few years, but much still remains to be done. In the Lahore Circle, there are still many Vernacular

Chap IV, A. 181. Secondary Schools

Middle schools, to which no boarding-houses are attached; but the Inspector reports, that this defect is likely soon to be supplied. The management appears to be generally efficient. In the Ráwalpindi Circle, satisfactory progress is reported; and there are said to be very few Secondary schools, where accommodation for boarders has not been provided. In the Deraját Circle, where but one boarding-house existed in 1884-85, all the Anglo-Vernacular Secondary schools are now provided with excellent boarding-houses, which are generally well managed in accordance with the rules laid down in the Code; out of 12 Vernacular Middle schools, 7 are supplied with these institutions; and the Inspector hopes, that in a year or two, there will not be a single Middle school in the Circle without a boarding-house.

Attention paid to the improvement of boarding-houses

181. If the rules laid down in the Code were fully observed in all cases, we should have a perfect system of boarding-house accommodation. When we remember, however, the insanitary condition and the overcrowding that prevail in private houses generally in the towns of this Province, it is not surprising that Local Bodies should often be hard to move, when called upon to spend money on the improvement of the accommodation required for boarders; more especially if the Deputy Commissioner takes no special interest in the matter. It is the duty of Inspectors, however, to bring to notice all defects and every failure to comply with the Code rules in their annual reports on each District; and these matters are urged by me on the attention of Commissioners, with a request that District Officers may be directed to see that the rules laid down in the Code are properly carried out, as they have been ordered by Government to do in such cases. In many Districts every recommendation is promptly adopted; in others want of funds gives rise to delay; and in some instances such matters do not receive proper attention. As a last resource, however, they can always be brought to the notice of Government. Thus by the spontaneous action of local authorities in some cases, and by the exercise of gentle pressure in others, gradual but steady improvement is effected in the arrangements for boarders; and in a few years, it may be hoped, that all deficiencies will be removed At present the boarding-house system prevails much more widely in this Province than in other parts of India; it is more highly appreciated in the Punjab proper, than in districts near Delhi; and it is now firmly established on the frontier, which is, I think, a very gratifying circumstance, as it cannot fail to exercise an important civilizing influence on that part of the country.

Advance in English as compared with Vernacular education.

182. In Board schools boys begin to learn English after they have completed the Lower Primary course and passed the corresponding examination. In Aided schools there has been, during the last few years, a tendency to follow the same practice, which is due partly to the growing conviction of School Managers, that such an arrangement is desirable in itself, and partly to the fact, that in accordance with the recommendations of the Educational Conference, instruction grants in English are not awarded on account of boys in the Lower Primary department. At the close of the last year about 16,500 boys were learning English; and some 800 only of these were in the Lower Primary department. In the Upper Primary department the number of boys learning English has increased, since 1884-85, by 24, and in the Secondary departments by 55 per cent. The boys attending the Upper Primary and the Secondary departments of Vernacular schools have increased by about 10 per cent. since 1884-85. Their present number is, however, less than half that of boys in the corresponding stages in Anglo-Vernacular schools.

Chap IV, A, 183.

Secondary Schools

Desire of the people for English education

183. A strong desire is manifested throughout the Province to raise Anglo-Vernacular Middle schools to the grade of High schools and to introduce the study of English into Vernacular Middle schools. For Vernacular education above the Middle school standard there is no desire; and the Oriental college school is, as already stated, the only Vernacular High school in the Province; whilst even there many of the students learn English. The last Board Vernacular High school was converted during the year under report into an Anglo-Vernacular school, in accordance with the wishes of the people. For Vernacular education to the Middle school standard, there is a considerable demand, as it affords the means of obtaining minor appointments, where a knowledge of English is not essential, and many boys, especially amongst those who win scholarships, take up the study of English after passing the Middle School examination in the Vernacular. Hence as Vernacular Middle schools are converted into Anglo-Vernacular schools, their place is supplied to some extent by Primary schools, which are raised to the Middle grade; and though the total number of Vernacular Middle schools is slightly less than in 1884-85, and there are in some districts fewer than might be desired, there has been, as we have already seen, a considerable increase in the number of boys above the Lower Primary standard.

Check on the too rapid development of English education.

184. The tendency to introduce the study of English and to raise the status of Middle and Primary schools, to which I have adverted in the preceding paragraph, is checked to some extent by certain conditions imposed by Government. Of these the most important is a rule, under which a fixed proportion of the total expenses of the school must be met from private sources including school fees. It is well that this should be the case, more especially as regards English education; otherwise there would have been a danger that the market would be overflooded with an excessive number of candidates for employment. That the rules, as regards Anglo-Vernacular schools, are not too hard, is shown by the very large increase in the number of the more advanced scholars, that has accompanied a still more striking increase in the income from fees. In the case of Vernacular schools, the rules are less stringent, and are capable of relaxation when necessary.

Desire for English education on the frontier

185. Measures were in progress, at the close of the year, and have now in some cases been completed, to raise several Middle schools to the higher grade, and to introduce the study of English into others. Amongst the former are the Municipal Board schools at Dera Ghází Khán and Kohát towards the two extremities of the north-west frontier; and it is gratifying to find that in both these cases local subscriptions have been raised by the people for the purpose.

SECTION B.—PRIMARY SCHOOLS.

Primary schools and scholars.

186. The following table shows the number and distribution of Primary schools for natives and of the scholars attending them at the close of the last year and at the end of 1884-85:—

Chap. IV, B, 186.
Primary Schools.

PRIMARY SCHOOLS FOR NATIVE BOYS—DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Number of schools.	Number of scholars. Upper Primary stage.	Number of scholars. Lower Primary stage.	Number of scholars. Total.	Number of agriculturists.†
Government and Board schools	1889-90	1,602	12,138	67,902	80,040	46,065
	1884-85	*1,363	9,215	64,090	73,305	...
	Increase	239	2,923	3,812	6,735	...
	Decrease	...	...	...	...	...
Aided schools	1889-90	65	346	3,804	4,150	529
	1884-85	122	208	5,365	5,573	..
	Increase	..	138	...	...	...
	Decrease	57	...	1,561	1,423	...
Unaided schools	1889-90	6	76	378	454	16
	1884-85	9	4	251	255	...
	Increase	...	72	127	199	...
	Decrease	3	...	...	...	...
Total	1889-90	1,673	12,560	72,084	84,644	46,610
	1884-85	1,494	9,427	69,706	79,133	...
	Increase	179	3,133	2,378	5,511	...
	Decrease	...	...	...	...	...
‡ Zamíndárí Board schools included in the above.	1889-90	172	409	5,583	5,992	4,155
Number of scholars in Primary schools and Primary departments of Secondary schools.	1889-90	...	23,436	93,162	116,598	53,655
	1884-85	...	18,569	93,261	111,830	...
	Increase	...	4,867	...	4,768	...
	Decrease	...	...	99	...	...

* The number of Government and Board schools, as entered in the annual report for 1884-85, was 1,358, as in the statistics and the account of the Dera Ghází Khán District submitted by the Inspector and incorporated in the annual report for that year the number of Primary schools was erroneously shown as 27 instead of 32.

† Information regarding the number of agriculturists is not available for 1884-85.

‡ Zamíndárí schools did not exist in 1884-85.

Primary schools of the several classes.

187. The only Government Primary schools are the Model schools attached to the four Normal schools. Taking these and the Board schools together, there has been an increase of 18 per cent. in the number of schools under the management of public authorities. Aided Primary schools now consist chiefly of branches of Secondary schools. The reduction shown in their number is due partly to the fact, that a few branch schools and others that were not in a flourishing condition have been abolished, but mainly to the conversion of 46 of the Aided Primary schools maintained chiefly for low caste boys into so called "private schools," *i. e.*, schools which do not prepare boys for the Upper and Lower Primary examinations, which are the recognized 'public' standards, the Managers having availed themselves of the option allowed them of sending up boys for examination by the special standards prescribed for Indigenous schools, and receiving grants under the rules contained in Chapter III of the Punjab Education Code. There are very few Unaided Primary schools. Most of those previously in existence have been transferred to the list of private schools, and a few new ones have been established.

Gross increase of schools and scholars.

188. On the whole, the number of Primary schools has increased by 12 per cent., and the number of scholars attending them by about 7 per cent. In the Upper Primary stage the increase in the number of scholars has been considerable, amounting to more than 33 per cent. The total number of boys on the

rolls would be much larger, but for two causes; the first of these is the enhanced rates of tuition fees, which do not affect agriculturists, who are exempted from payment, but check the admission of non-agriculturists to Primary schools. The second cause, that has affected the number of boys on the rolls, is the fact, that if a boy is absent without leave for six days consecutively, his name is at once struck off; whereas five years ago there was much greater laxity in such matters.

Number of scholars receiving Primary education.

189. The number of Indigenous and other Elementary schools, that have been brought under the influence of the Department, and are regularly examined for grants-in-aid, now amounts to 322. These contained 11,696 boys at the close of the year, and, adding together the number of boys in Primary schools, in the Primary departments of Secondary schools, and in Indigenous and other Elementary schools, we have a total of 128,294 boys receiving elementary education under the influence of the Department, or more by nearly 16,500 than in 1884-85.

Statement of expenditure on Primary schools.

190. The following table shows the expenditure on Primary schools:—

EXPENDITURE ON PRIMARY SCHOOLS FOR NATIVE BOYS.

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board schools.	1889-90 ...	4,330	2,61,121	34,730	37,329	1,661	3,39,171
	1884-85 ...	12,052	2,15,168	23,523	23,705	1,028	2,76,371
	Increase	.	45,953	11,207	13,624	...	62,800
	Decrease	7,722	...	...	...	262	...
Aided schools ...	1889-90 ...	5,166	180	1,261	5,429	13,077	25,113
	1884-85 ...	9,647	716	1,788	5,522	13,701	31,374
	Increase	..	.	.	.	.	...
	Decrease	4,481	536	527	93	624	6,261
Unaided schools	1889-90 ..	.	...	...	584	1,452	2,036
	1884-85 ..	...	..	...	61	1,047	1,108
	Increase	..	...	...	523	405	928
	Decrease	...	.	...	...	..	...
Total	1889-90 .	9,496	2,61,301	35,991	43,342	16,190	3,66,320
	1884-85 ...	21,699	2,15,884	25,311	29,288	16,671	3,08,853
	Increase	.	45,417	10,680	14,054	..	57,467
	Decrease	12,203	...	...	...	481	...
Scholarships ..	1889-90 ...		431	329	..	54	814
	1884-85 .	27	358	7	8	164	564
	Increase	...	73	322	..	...	250
	Decrease	27		.	8	110	...

Increase of expenditure from public funds.

191. The increase of expenditure on Government and Board schools is due to the establishment of new schools and the improvement of those previously in existence. The decrease under the head of Provincial revenues is owing to the localization of Primary schools, chiefly branches of Secondary schools, the amount formerly expended directly on such schools being paid by the Accountant-General to Municipalities. The actual expenditure has increased, as the four Model schools attached to Normal schools, which are now the only Primary schools under the management

Chap IV, B, 192. Primary Schools.

of the Department, have been improved and placed on a thoroughly satisfactory footing, whilst the amount paid on account of Board Primary schools is the same as before. The additional expenditure from Municipal funds is covered almost entirely by the grants paid on their account to Municipalities. The additional expenditure from District funds has been met by the sums placed at their disposal for the extension and improvement of Primary education. This was effected by relieving them of the charges which they formerly paid on account of subordinate inspection and training institutions.

Expenditure on Aided and Unaided schools

192. The reduction of expenditure from public funds on Aided Primary schools is due to the decrease that has taken place in the number of such institutions, owing, as explained above, to the fact that a few have been closed and others transferred to the list of schools receiving grants under the rules applicable to Indigenous and other Elementary schools. The average grant to each school is somewhat higher than before. In Unaided schools the expenditure has increased, notwithstanding the reduction that has taken place in the number of schools.

193. Fees have increased by about 48 per cent. in consequence of the enhanced rates that have been introduced since 1884-85. As compared with the fees levied in High and Middle Anglo-Vernacular departments, the rates demanded in the Lower Primary department are still of course very low, more especially in backward districts, where special concessions are allowed in some cases as a temporary measure. Agriculturists, moreover, are exempted from payment; and a certain proportion of non-agriculturists may be exempted on the score of poverty. The enhanced rates, moderate as they are, have checked nevertheless the admission to the Lower Primary department of the sons of non-agriculturists, who have considerably diminished in number in many Districts since the new rates were introduced. It may be hoped that this effect will be of temporary duration; and there is reason to believe that the boys who are kept away from public schools by the present rates are sent in many cases to private schools, whilst some, no doubt, receive instruction at home. The enhanced rates, though higher in the Upper than in the Lower department of Primary schools, have not prevented a very considerable increase in the number of boys, which may be explained to some extent by the greater difficulty of obtaining elsewhere an efficient substitute for the instruction given in the Upper Primary department. Agriculturists contribute a large amount to the cost of Primary schools; and it is the policy of Government to require the non-agricultural population, who benefit greatly by these institutions, to contribute also. In the absence of an educational cess on non-agriculturists, the only possible method of effecting this object is to enforce the levy of fees.

Scholarships

194. Scholarships tenable in Primary schools are given in a few exceptional cases only; and the amount expended on this account is trifling.

Results of Primary examinations

195. The following table shows the results of the Upper and Lower Primary examinations as regards Primary schools, and the Primary departments of Secondary schools:—

PRIMARY EDUCATION (NATIVE BOYS)—RESULTS OF EXAMINATIONS.

Chap IV, B 196 Primary Schools.

		Number of candidates *	Number passed *	Percentage of passes on number of candidates	Number of candidates who took up English only	Number passed in English only
Upper Primary Examination						
Government and Board schools	1889-90	8 748	6,455	73·7	526	458
	1884-85	6,482	4,824	74 4		
	Increase	2 266	1 631		526	458
	Decrease			·7		
Aided schools	1889-90	1,154	821	71 1	212	161
	1884-85	717	538	77 1		
	Increase	437	283		212	161
	Decrease			6 0		
Unaided schools	1889 90	64	38	59 3	8	7
	1884 85					
	Increase	64	38	59 3	8	7
	Decrease					
Total	1889-90	9 966	7 314	73 4	746	626
	1884 85	7,199	5,377	74 7		
	Increase	2,767	1,937		746	626
	Decrease			1 3		
Lower Primary Examination						
Government and Board schools	1889-90	13 826	10,362	74 9		
	1884 85	13,468	10,413	77 3		
	Increase	358				
	Decrease		51	2·4		
Aided schools	1889-90	1 297	936	72 2		
	1884-85	1,110	876	78 9		
	Increase	187	60			
	Decrease			6 7		
Unaided schools	1889-90	93	47	50 5		
	1884 85					
	Increase	93	47	50 5		
	Decrease					
Total	1889-90	15,216	11,345	74 6		
	1884 85	14,578	11,289	77 4		
	Increase	638	56			
	Decrease			2 8		

* Inclusive of those who took up English only In 1884 85 the number who took up English only was not separately shown.

The number of successful candidates for the Upper Primary examination has increased by 38 per cent., including those who had already passed in the Vernacular and were examined in English after joining an Anglo-Vernacular school. In the Lower Primary examination the number of candidates and the number of passes have undergone no material alteration, corresponding in this respect with the number of students in the Lower Primary stage, which is nearly the same as in 1884-85. The proportion of passes by both the Upper and Lower Primary standards is very high, amounting to nearly three-fourths of the candidates. In 1884-85, the proportion was slightly higher than last year; but the examination is now conducted on more definite lines, and is much more stringent than was formerly the case, though the compulsory subjects are fewer than before.

Zamíndári Primary schools.

196. There were at the close of the year 172 Zamíndárí schools with 5,992 scholars. These institutions owe their origin to a suggestion made by Mr. Ibbetson, at the time when he officiated as Director of Public Instruction. It was at first

Chap. IV, B, 197. Primary Schools

arranged, as I explained last year, that in accordance with a scheme recommended by the Committee on technical education, the course of studies in the Lower Primary department should be the same as in ordinary Primary schools, and that surveying, village accounts and patwárí's work should be taught in the Upper Primary department, besides Mensuration and the Agricultural Primer, which are taught in all District Board Primary schools. It was afterwards determined, on the recommendation of the Education Conference held in May 1889, at which Mr. Ibbetson was present, to organize these schools on a different footing. They have now been placed on the half-time system, each boy being required to attend one school meeting either in the morning or in the evening; they are to be closed altogether during the time of harvest; and the instruction is to be confined to elementary reading and writing in any character chosen by the people and to Arithmetic by native methods.

Encouragement of Zamíndárí schools.

197. The object aimed at in the organization of Zamíndárí schools is of course to attract the children of the great mass of the agricultural classes, who hold aloof from ordinary schools; and Government officials have been directed to encourage the measure by every means in their power. Arrangements have been made to afford a special training in Arithmetic by purely native methods, and in Hindí, Gurmukhí or Pashtú to a certain proportion of the students attending our Normal schools, and to render these classes attractive, it has been laid down that a trained teacher in charge of a Zamíndárí school shall receive a small addition to his ordinary salary.

Success of Zamíndárí schools.

198. It is too soon of course to judge of the success of the Zamíndárí schools; as the new organization has been introduced so recently, and teachers specially trained for the purpose are not yet available. In one backward District the District Board have recommended that half a dozen Primary schools, that are not in a flourishing condition, shall be converted as an experiment into Zamíndárí schools. In some few cases, on the other hand, the villagers have petitioned that their Zamíndárí schools may be converted into ordinary Primary schools. The latter would naturally be preferred, not only by non-agriculturists, but also by the well-to-do class of agriculturists, whose sons constitute the majority of scholars in the ordinary Primary schools maintained by District Boards. This may prove a serious difficulty, which will have to be faced hereafter. It does not follow, however, that it cannot be surmounted. Care should be taken to establish Zamíndárí schools in those localities, where there is little or no desire for schools of the ordinary type. It is possible also, that Zamíndárí classes attached to ordinary Primary schools would be successful; and it might be worth while to try the experiment in a few large agricultural villages, where flourishing schools already exist. These classes would cost less than separate schools, and it would be easy in such cases to induce the leading men of the village to exert their influence, with the view of inducing the poorer agriculturists to send their children to school for a few hours a day in the morning or evening.

Languages taught in Zamíndárí schools.

199. At the end of last year Urdú was taught in all the Zamíndárí schools; but Hindí has been introduced since its close into a few schools in the Kángra District. It will be seen to some extent during the current year, when the men now under training return to their Districts, how far the study of Hindí, Panjábí and Pashtú is likely to be popular in these institutions.

Chap. IV. B; 200 Primary Schools. Gurmukhí branch schools.

200. In consequence of a representation made by some persons of the Ferozepore District, including amongst their number several Sardárs of note, arrangements have been made to insure the establishment of branch schools or classes for instruction in Gurmukhí, organized on a system similar to that which has been adopted in the case of Mahájaní branch schools, and attached like the latter to ordinary Board schools, in all places, where there is a considerable Sikh population, and a desire is shown for the introduction of this system.

SECTION C—GENERAL QUESTIONS.

Localization of Departmental schools.

201. The most important measure that has been carried out during the last five years, as regards schools for general education under public management, is the transfer to Municipalities of all such schools formerly under the direct control of the Department, with the exception of the Model or practising schools attached to training institutions. The transfer took effect on the 1st April 1886. Half-yearly grants, equivalent to the net amount formerly expended directly by Government on the schools in question, are made through the Accountant-General to the Municipalities concerned, to enable them to meet the additional burden thus thrown upon them; and a similar arrangement, as regards the provision of funds, has been made in the case of certain Board schools, which formerly received grants-in-aid from Provincial revenues through the Education Department. It was intended when this transfer was effected, that in lieu of actual payments arrangements should be made, as soon as practicable, to take over charges hitherto paid by Municipalities for the Police or for other purposes.

Security of the vested rights of Government servants transferred to local management with the schools.

202. It was necessary of course, when the schools were transferred, to insure the rights of the Masters who had hitherto been pensionable servants of the State, and it was resolved in accordance with the wishes of the Government of India to maintain a Graded Provincial List of such Masters. Where a number of institutions are under one authority, the maintenance of a General List is a simple matter; but when each school is subject to a separate Local Body, the affair is very different. It was found extremely difficult to devise rules that should, at one and the same time, secure to all Masters the same prospects of promotion as before, admit of the introduction of outsiders, prevent improper promotions, reductions or appointments, and leave some power of selection in the hands of the Local Bodies concerned. The task has, I think, been accomplished as satisfactorily as was possible under the circumstances. The Graded Provincial List is, however, a temporary expedient, and it will probably be abolished, when this can be done without injury to those whose vested rights are concerned; though it may be necessary, when this takes place, to frame some simple rules as to the minimum strength of the establishments that must be maintained in the institutions concerned.

Advantages localization.

203. The transfer of Government schools to Local Bodies has not been free from disadvantages; but these, I think, have proved to be less serious than might have been expected; and they are greatly outweighed by the benefit that has been derived from the measure. One of its chief advantages is the removal of the invidious arrangement, under which Inspectors of Schools, whose duty it is to examine and report on Aided schools and to a large extent to determine the amount of the grants, were at the same time held responsible for the management of Government schools of a similar class and standing, which were looked upon to some extent as rival institutions.

Chap IV, C. 204.

• General Questions.

Provincial grants on account of localized schools.

204. The grants made to Municipalities are fixed grants, but will be open to revision at the expiration of six years from the time of transfer, *i. e.*, on the 1st April 1892. They are equivalent, as already stated, to the direct net expenditure formerly incurred by Government, that is to the amount actually expended from Provincial revenues less the proceeds of tuition fees, immediately before the transfer took place. The tuition fees of these institutions, which are now credited to Municipal funds, have largely increased since 1886; and the grants being the same as before, the benefit of this increase has been reaped by the Municipalities. The Government of India has recently laid down as a general principle, that in all cases where Government schools are localized, occasion should be taken to reduce the expenditure from Provincial revenues. This principle will be borne in mind, when the time comes for the renewal of the contract with Municipalities. Since the transfer of the schools took place, it has been ruled, as explained above in Chapter I, that Government may require every Municipality to make provision for a certain minimum expenditure on education; and whatever form the grant may assume in future, the rule laid down on this subject and the increased income from tuition fees will both be taken into account in fixing the amount of such grant.

Revision of grant-in-aid rules.

205. The rules for grants-in-aid to native schools were recast in consultation with the Managers of Aided schools, and the other members of the General Educational Conference held in 1886, and arrangements were made for the introduction of a system of payment by results, as shown by the average attendance and the public examinations, together with staff grants for certificated teachers, which will insure eventually the exclusive employment of duly certificated teachers in all Aided schools.

Working of the new grant-in-aid rules.

206. The new rules have, on the whole, worked well and smoothly; and their tendency certainly is to bring about a great though gradual improvement in the efficiency of Aided schools. They have naturally had the effect of reducing grants in some cases and very considerably raising them in others; whilst in some few instances old schools have disappeared and given place to new ones, the net result being a small increase in the amount of grant from public funds. It must not, however, be forgotten that the new rules applicable to Aided schools include not only those which determine the amount of grants, but those also which determine the rates of fees; and the latter have had the effect of very largely increasing the resources of Aided institutions. Thus we find, that whilst the contributions made by the Managers of Aided schools for Secondary education from the subscriptions, endowments, &c., at their disposal have increased by less than Rs. 4,000, the total expenditure has increased by Rs. 30,000,* which shows how largely they have benefited on the whole by the introduction of the new system.

Effect of the new grant-in-aid rules.

207. Though the new system has thus been very favourable, on the whole, to Aided schools from a financial point of view, and has largely increased their resources, it is a remarkable fact, that the majority of Secondary schools recently established under private management are Unaided institutions. In some instances the Managers have applied for grants; but in others they prefer, apparently, for a time at least, to be without them, owing mainly to the fact, that they are not at present prepared to levy fees at the rates prescribed in the Code. This probably is in general

* I have excluded the Aitchison college from the calculation, as this is an exceptional institution. Including the Aitchison college, the expenditure has risen by Rs. 71,000.

the sole reason; but in the case of the Dayá Naud Anglo-Vedic school, an excellent institution, established, as already stated, through the exertions of the Aryá Samáj, the Managers, though always ready to welcome visitors, prefer no doubt to be absolutely independent. The extension, however, of Anglo-Vernacular Secondary schools, whether under the management of private persons and associations or of Local Bodies, is proceeding quite as rapidly as seems to be desirable.

Effect of the new grant-in-aid rules in Primary schools.

208. In the case of schools below the Secondary grade, the grant-in-aid rules for Primary schools are best suited to branches of Secondary schools; but Managers of other Elementary schools, more especially of those for low caste boys, generally prefer to avail themselves of the option allowed them of coming under the rules laid down in the Code regarding grants to indigenous schools, which have been introduced since 1884-85; and this, as already explained, accounts for the decrease that has taken place in the number of Aided Primary schools shown in the return.

Sources from which grants are paid and contemplated localization of present Provincial grants.

209. Under the existing grant-in-aid rules all new grants to native schools are made by the Local Bodies, within whose jurisdiction the schools are situated, except in a few special cases, where they are paid from Provincial revenues. Grants, however, which were current before the introduction of the new rules, were paid for the most part from Provincial revenues; and such grants are still paid from the same source, though their amount is determined by the new rules. It is now proposed to transfer all these grants, with a few special exceptions, to the Municipalities within whose jurisdiction the schools are maintained. In special cases Government will be prepared to assist the Municipalities concerned; but as these Bodies spend, as a rule, much less than the minimum expenditure that may be required by Government, it is probable that they will be able generally to meet the additional expenditure without such assistance.

Advantages of the localization of Provincial grants.

210. It is estimated that the localization of grants-in-aid will cause a reduction of about Rs. 54,000 in the expenditure on account from Provincial revenues. The reduction of expenditure from Provincial revenues is, however, by no means the only advantage that will result from this measure.

When Government schools maintained in whole or part from Provincial revenues were first set on foot, they were established for the most part in large towns and cities, where there were some prospects of their being appreciated. These institutions have now been transferred, as we have seen, to the Municipalities concerned, who receive a contribution from Provincial revenues for their maintenance. Now, however, that the desire for education, and more especially for English education, has extended to all parts of the Province, schools are no longer set on foot by Government. Hence it has come about, that whilst many of the larger towns are liberally assisted in educational matters by means of contributions on account of the schools transferred, and by grants paid from Provincial revenues to Aided schools, the poorer Municipalities have in many cases to depend entirely on their own resources; and they are not always in a position to make adequate provision for their educational requirements. Now the money saved by the localization of grants-in-aid will enable Government to assist the poorer Municipalities, where it can be shown that this is really necessary. The measure under consideration will, therefore, pave the way for a readjustment of contributions from Provincial revenues, and for the introduction of the sound principle, that the cost of schools shall be met

Chap. IV, C. 211. General Questions

generally from local sources, supplemented by aid from Government in those cases only, where it is beyond the means of Local Bodies to meet the entire expenditure, that is not covered by fees and private contributions.

General character of instruction.

211. Considerable improvement has taken place during the last five years in the general character of the instruction imparted in both Primary and Secondary schools, which must be attributed mainly to the more extensive employment of certificated teachers. Faults of course exist still, and prominent amongst these is a tendency amongst some of the teachers to pay insufficient attention to optional subjects, that is, to subjects taught in Board and Aided schools, but not compulsory in the public examinations.

Instruction in optional subjects.

212. As regards this tendency, it should be remarked in the first place, that the very object of making some subjects compulsory and others optional is to induce both teachers and scholars to devote their chief attention to those subjects which are considered most important; and as long as such a distinction is maintained, compulsory subjects will be better taught on the whole than optional subjects; as it will always be the first endeavour of both teacher and scholar to make sure of the compulsory subjects.

For the Middle School and Entrance examinations it has now been resolved to reduce the number of optional subjects; and this will conduce to greater thoroughness in those which are still taught. There is also great competition in these examinations, and to a less extent in the Upper Primary examinations, for scholarships, which depend on the aggregate number of marks awarded; and this of course is a strong inducement to study the optional subjects. It is in the Primary examinations, and especially the Lower Primary examination, that optional subjects most often receive insufficient attention. In Aided schools instruction grants for every pass in optional subjects are given on account of boys, who are successful also in the compulsory subjects; and this, I think, is all that can be done in their case. It might be advisable, however, to extend this system to Board schools, as regards the Primary examinations, and the next Departmental Conference might be consulted on this subject with advantage.

Instruction in Elementary science.

213. Elementary science is widely taught in the Province, though not always in a practical and intelligent manner. Imperfect teaching in this subject is due, partly to deficiencies in the qualifications of some of the teachers, and partly to the difficulty of inducing Local Bodies to purchase the necessary apparatus in the first instance, and afterwards to keep it in proper repair. Even in England, when an effort was first made to extend instruction in science, difficulties were experienced, and loud complaints were made of the inefficiency and the unpractical character of the instruction imparted. Here, as in England, gradual improvement may be looked for. The subject is popular; and we have some excellent teachers. It is not possible, however, to employ a special science teacher in every Secondary school. Neither is it possible in all cases to employ a special teacher of mathematics. But every student has learnt mathematics before he joins the Training College; whereas science was taught until recently to a small section only of college students. Hence the men, who joined the Central Training College, were until recently in most cases entirely dependent for their knowledge of science on what they learnt of the subject in that institution. The same sort of difficulty was experinced in the earlier stages with regard to every branch of Western learning, as instruction was necessarily given

in the first instance by men, who had never learnt the subject in their youth. At present only two hours a week are given to elementary science in Board schools, though students will be required, now that the number of optional subjects is reduced, to select between science and some other subject and to give more time to each.

The Punjab Science Institute.

213½. The Punjab Science Institute has already done much towards the promotion of scientific knowledge by means of popular lectures, and the arrangements, that it has carried out, for the supply of the apparatus required for elementary instruction in science. It is now proposed to maintain a workshop, where apparatus can be manufactured on a larger scale and repairs of all kinds can be executed; and expectations of a Government grant in aid have been held out to the Institute, subject to the fulfilment of certain conditions. The Society is much indebted to Mr. Oman, Professor of Science in the Lahore Government College, who acts as Secretary, and it receives the warm support of a number of native members, who are for the most part graduates employed in the Medical and Education Departments.

The special Entrance examination in Science.

214. Arrangements are now in progress for the introduction of a University Entrance examination in Science, alternative with the ordinary Entrance examination. To prepare for this a special and extended course in science will be introduced in the Central Model and other selected schools, where thoroughly qualified teachers can be provided.

The "Clerical and Commercial examination."

115. The University will hold also a "Clerical and Commercial examination" for students desirous of entering public offices or engaging in commercial pursuits; and it is proposed to teach a corresponding course in the Central Model school and other institutions, where this may appear to be desirable.

Physical training.

216. Much has been done during the last five years for the promotion of physical training; drill and gymnastic exercises are now taught in all Training institutions; in all Board schools a certain time is set apart for physical exercises; gymnastic appliances have been supplied to most of the Secondary and to many of the Primary schools; play-grounds have been largely provided; Gymnastic teachers have been entertained in many of the Secondary schools, trained monitors are often employed where regular teachers are wanting, and in many of the districts itinerary instructors have been appointed; elementary drill is largely taught; the popularity of cricket has greatly increased and the game has widely extended, and cricket tournaments and other gatherings, where boys compete in athletic gams and exercises of all kinds, are held on a larger scale and are much more numerous than they were formerly. In this connexion the hospitable manner in which the District Board and the Municipal Committee of Siálkot, supported by Major Montgomery, the Deputy Commissioner, and other officers, entertained competitors from all parts of the Circle at an athletic tournament recently held in that station, is brought to special notice by the Inspector.

Interest taken by local authorities in physical training.

217. The views of Local Bodies on the subject of physical training are naturally found to differ considerably. As might be expected, there is less genuine desire for athletic exercises amongst the people of the southern Districts, than amongst the more energetic population of the Punjab proper; but even in the lower parts of the Delhi Division, much has been accomplished through the exertions of some of the District Officers, amongst whom Mr. Macnachie, Deputy Commissioner of Gurgáon, who organized a most successful tournament last year for the whole Circle, has been the most conspicuous. In the Delhi District, on the other hand, the little

Chap. IV, C, 218. General Questions.

that has been effected in this as in other kindred matters, has been brought about by the direct intervention of Government; and the District is still the most backward in the Delhi Circle, if not in the whole Province, as regards arrangements for physical training.

Future of physical training.

218. What is now required is a regular system, that will leave room for individual effort, but necessitate the introduction of certain measures and the observance of well-defined rules and principles; so that a certain minimum standard of efficiency may be reached in all cases. This is amply provided for by the scheme drawn up by the Educational Conference in 1888, which met with the general approval of Government, and has since been supplemented by additional proposals. The arrangements suggested could not be fully carried into effect, pending the preparation of a manual containing the necessary detailed instructions on the subject. Such a manual has been drawn up by Mr. Bell, Professor of Philosophy in the Lahore Government College and Secretary of the Text-Book Committee; and the scheme will now be introduced in its entirety.

Conduct of students and moral training.

219. The general conduct of the boys has been, with few exceptions, highly satisfactory during the past year; and there is no doubt that a great improvement has been effected in school discipline throughout the Province since 1884-85. The question of moral training has been very fully considered by the Educational Conference on various occasions, more especially in 1888; and the resolutions adopted have been approved by Government and incorporated in the Punjab Education Code. In the Review on my last Annual Report, I was requested to state, for the information of His Honour the Lieutenant-Governor, whether I considered that any special measures could be usefully adopted for enlisting the general sympathies of all classes in this cause. I could not see my way to the immediate introduction of any measures beyond those which had been already adopted; and His Honour did not consider it necessary to place the matter again before the Conference. I think, however, that much has been already effected in this direction. As remarked by Doctor Stulpnagel, the Inspector of the Lahore Circle, in a comparison of the present state of things with that which existed five years ago: "the aims of education are higher; the idea has been brought home to teachers and to some extent to the people at large, that it is not sufficient simply to train the intellect; but that our physical and moral natures have an equal claim upon our attention; and though the accomplishment falls far short of the design, it is something to have enlarged the popular idea with regard to the function of education."

School buildings and appliances.

220. Much attention has been given to the erection and extension of school-houses and the provision of school appliances of every description. Excellent buildings have been supplied for a large proportion of the schools; though some of the Secondary schools are still ill provided for; and in some districts many of the Primary schools are held in village *chaupáls*, which is a very inconvenient arrangement. Owing to the increase of scholars in the higher classes, there is a constant demand for improved accommodation. All defects, both as regards accommodation and appliances, are brought to notice by Inspectors in their District Reports, and urged by the Director on the attention of Commissioners and Deputy Commissioners, who are expected to keep Local Bodies up to the mark in such matters. During the past year Rs. 63,000 were expended by District Boards and Rs. 22,500 by Municipalities on the extension of school buildings,

and Rs. 10,000 by the District Boards and Rs. 5,500 by Municipalities on the provision of school appliances. It will be observed, therefore, that on the whole Local Bodies spent Rs. 85,500 on school buildings and Rs. 15,500 on school appliances, and the sum of Rs. 1,01,000 was expended on the two objects combined.

Rewards and prizes.

221. During last year, 117 prizes and medals varying in value from Rs. 2 to Rs. 25 were offered by private liberality on the results of the Middle School examination. In 1884-85, no less than 170 such rewards were offered, though the average value of each prize was less. For the Entrance examination, 15 prizes only were offered, varying in value from Rs. 5 to Rs. 25. It does not appear how many prizes were awarded on the results of the Entrance examination in 1884-85. A list of these rewards is printed as Appendix I. A list has been obtained also of rewards given in Primary departments, and this will be circulated throughout the Province. Similar information for 1884-85 is not available; but there has been a considerable increase over the number of prizes given by private persons in 1888-89. In point of liberality the Jullundur District is far in advance of all the others. The second place is held curiously enough by Hissár, which is followed by Ludhiána and Gujránwála. In the other districts the number of prizes is generally very small, and in some none have been given. Subscriptions have been raised in some places for clocks and school furniture.

Want of an organized system of prizes.

222. The Inspector of the Lahore Circle repeats the expression of regret, which he recorded last year, as to the absence of an organized system of awarding prizes to boys, who have in any way distinguished themselves. The prizes referred to in the preceding para. are not of course open to all; but are restricted to particular Districts or schools, and sometimes even to particular sects or castes. Formerly prizes at a fixed rate were given from Provincial revenues in every Government and Board school, and were competed for by the boys of each class. Government thought, however, that the provision of rewards should be left to private liberality, and the old system was abolished previous to 1884-85. Local Bodies are not prohibited from providing rewards out of the funds at their disposal, if they think fit to do so; but in the majority of schools prizes are not given under existing arrangements. As I pointed out last year, emulation is excited amongst boys attending all kinds of schools by the award of scholarships on the results of the Upper Primary, the Middle School, and the Entrance examinations. This award has, it is true, no direct effect on the boys below the highest class of Primary schools, nor on Secondary classes intermediate between those containing boys under preparation for the higher examinations. The system presents, however, a strong inducement to all clever boys to exert themselves, and more especially to those above the Lower Primary department, as the scholarships are eagerly sought after, and no boy can hope to be successful, if he does not work hard throughout the whole of the Upper Primary, the Middle or the High School course. A regular system for the award of prizes in Primary schools would, no doubt, however, produce a good effect, more especially in the Lower Primary department; and should Government be disposed to re-open the question, it might be referred to the next Educational Conference for consideration.

General progress.

223. The general progress made during the last five years in schools of all classes has been very satisfactory. There has been a large increase in the number of boys in the higher departments. Out of the total number of boys on the rolls of public schools at the close of the year, 18 per cent. were in the

Chap. IV, C, 224 General Questions

Upper Primary and 9 per cent. in High and Middle departments, the corresponding figures in 1884-85 being 15 and 7. Though admissions to the Lower Primary department have received a temporary check through the imposition of enhanced rates of fees, this was, under the circumstances, inevitable; and there has been, on the whole, a large addition to the number of scholars, who amounted at the close of the year, if we include the boys of Indigenous and Aided schools examined for grants, to more than 140,000 or more by over 16 per cent. than the number on the rolls in 1884-85. There has been an increase of 46 per cent. in the number of passes by the Entrance examination of the Punjab and Calcutta Universities, of over 34 per cent. in the number of passes by the Middle School standard, and of more than 24 per cent. in the passes by the Upper Primary examination. The results of the Lower Primary examination show but a small increase in the number of passes; the examination is, however, more stringent than formerly, and a considerable number of boys have passed by the special standards for Indigenous and other Elementary schools. Certificated teachers are more largely employed and possess higher qualifications than formerly, and assistants have been supplied to many of the Primary schools. The general character of the instruction has been undergoing steady improvement, in consequence chiefly of the more extensive employment of certificated teachers, whilst, owing in a great measure to the same cause, the standard of discipline has been considerably raised. Much more attention is now given both to physical training and to moral instruction. The boarding system has been largely extended, and the arrangements are on a better footing than before. Great additions have been made to the school accommodation and also to the supply of furniture and all kinds of school apparatus; whilst the growing desire for education is evinced by the larger proportion of students in the higher stages and the enormous increase that has taken place in the income from school fees.

Schools in Native States

224. The following table contains a summary of the statistics supplied by Native States, which are not, however, in all cases complete:—

	Patiála.	Baháwalpur.	Jind.	Kapúrthala.	Nábhá.	Faridkot.
Arts colleges	1	1	.	..	...	...
Secondary public schools. { Anglo-Vernacular	10	6	3	3	2	.
Secondary public schools. { Vernacular	2	1	1	2		1
Primary public schools ...	92	36	8	20	5	1
Scholars in Arts colleges	12	86	..	...	..	...
Scholars in Secondary public schools. { Anglo-Vernacular	1,366	573	273	646	275	...
Scholars in Secondary public schools. { Vernacular	315	46	55	115		104
Scholars in Primary public schools	3,554	1,060	253	958		
Indigenous schools ... { Advanced	Return not supplied	36	..	..	12	.
Indigenous schools ... { Elementary		280	3	154	3	..
Indigenous scholars { Advanced		533	.		349	..
Indigenous scholars { Elementary		2,338	37	1,566		...
Scholars in all schools .	5,247	4,636	618	3,285	624	104
Scholars learning English . .	926	297	79	237	116	.
Number of boys on the rolls ..	4,790	4,239	618	3,249	624	104
Number of girls on the rolls	457	397	..	36	.	
Total male population .	806,984	314,395	136,909	138,638	145,155	53,848
Males per scholar in public schools .	154	178	235	80	528	517
Males per scholar in all schools .	..	74	221	42	232	...

Chap. IV, C, 225.

General Questions

In 1884-85 returns were supplied by Bahâwalpur, Jínd, Kapúrthala and Faridkot; and Patiála and Nábhá have since been added to the list. From the figures supplied by the first four States, it would appear that in Bahâwalpur, Kapúrthala and Faridkot, the number of scholars, both in public schools and in schools of all kinds, is somewhat less than in 1884-85, whilst in Jínd the numbers have increased. In every State except Faridkot there is a considerable increase in the numbers learning English. There was previously one girls' school only, which was situated in Bahâwalpur, and contained 18 scholars; so that there has been a considerable improvement under this head. On the whole, the figures show now, as in 1884-85, how very backward these States are as compared with British territory with regard to provision for school education; though the provision made in Kapúrthala is, in comparison with the population, far in advance of that which exists elsewhere.

It is satisfactory, however, to find that two Arts colleges have been established since 1884-85, and that the Bahâwalpur college contains as many as 86 scholars.

Results of examinations in Native States

225. The statement given below shows the results of the examinations held by the University so far as regards Native States. These results are generally satisfactory with respect to the proportion of passes. It will be observed that Bahâwalpur was remarkably successful in the Intermediate and Kapúrthala in the Middle School examination.

RESULTS OF PUBLIC EXAMINATIONS IN SCHOOLS IN NATIVE STATES.

		Patiála.	Bahâwalpur.	Jínd.	Kapúrthala.	Nábhá	Jummoo.	Máler Kotla.	Náhan.	Total.
Intermediate, Arts Faculty	Candidates ..	2	5	...	...	...	...		...	7
	Passes .	2	5		...	..	.	...	...	7
Entrance, Calcutta	Candidates...	2	..	...	...	...	...	...	..	2
	Passes ...	1	...	...	..	...	...	...	...	1
Entrance, Punjab, Arts Faculty	Candidates...	9	14	..	13	6	2	...	.	44
	Passes	5	4		8	1	1			19
Entrance, Punjab, Oriental Faculty	Candidates .	2	4	...	..	...	..	.	...	6
	Passes ...	1	3	...	...	..	...	...	...	4
Anglo-Vernacular Middle School examination	Candidates	36	30	4	28	5	5	1	5	114
	Passes	24	15	2	23	4	5	1	3	77
Vernacular Middle School examination	Candidates ..	8	7	1	24	...	2	...		42
	Passes .	5	5	1	17	...	1	..	..	29

The Native States of Jummoo, Máler Kotla and Náhan do not supply returns of schools to the Education Department

Chap. V. A. 226

Training Institutions for Masters.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

	Paras.
SECTION A. TRAINING INSTITUTIONS FOR MASTERS.	
The Central Training College	226–234
The Central Model School	235
Boarding-house, Central Training College	236
Government Normal Schools	237–238
Stipends	239–245
Expenditure on Normal Schools	246
Results of Examinations	247
Zamíndárí Classes	248
General organization of Government Normal Schools	249
Aided Normal School, Amritsar	250
SECTION B. TRAINING INSTITUTIONS FOR MISTRESSES.	
Training of Native Mistresses	251
Training School for European Zanána Teachers	252
SECTION C.—INSTITUTIONS FOR TECHNICAL TRAINING.	
Medical School	253
Veterinary School	254–255
Law School	256
Mayo School of Art	257–261
Industrial Schools	262
Railway Technical School	263–266
Municipal Industrial School, Amritsar	267
Municipal Industrial School, Delhi	268
Industrial School, Qasúr	269
Bhái Búta Singh's School, Ráwalpindi	270
Shahzáda Suráiya Jáh's School Delhi	271
Measures taken for the development of Technical Education	272–275
Future prospects of Industrial Schools	276

SECTION A.—TRAINING INSTITUTIONS FOR MASTERS.

THE CENTRAL TRAINING COLLEGE.

The Central Training College. Scholars.

226. The Principal's report on the Central Training College is printed as Appendix J.

The college contained at the close of the year 77 students, being an increase of 25 over the number in attendance at the end of 1884-85. Of these 10 were teachers and 65 were stipendiary students without appointments. The increase has taken place almost entirely amongst Anglo-Vernacular students, whose numbers have more than doubled, whilst the Vernacular class is well filled. Five years ago great difficulty was experienced in securing an adequate number of qualified students to hold the available stipends. This difficulty now exists no longer; and the number of candidates for admission is considerably in excess of the stipends that are available. It is satisfactory also to find that at the end of the year under report two non-stipendiary students were in attendance.

The Senior Anglo-Vernacular class.

227. The Senior Anglo-Vernacular class, in which training is afforded to men seeking employment as teachers in Secondary schools, is made up partly of men who have passed the B. A. examination, partly of those who have passed the Intermediate examination, and partly of persons who have attended an Arts college for two years, but have not succeeded in passing the Intermediate examination. It has always been intended to make success in the Intermediate examination a necessary condition for admission, as soon as this should be practicable; and eventually no doubt, none but graduates will be admitted. Owing to the increase that has taken place during the last few years in the number of students who receive a college education, the difficulty of finding a sufficient number of candidates for admission on stipends has disappeared; but it is not yet possible to exclude all, who have not passed the Intermediate examination. In

Chap. V. A, 228. Training Institutions for Masters

view, however, of the increasing number of candidates for this examination, the changes that are about to be introduced in the pass-marks in some of the individual subjects, and the measures to be taken for securing uniformity of standard, it is probable that admissions will soon be confined to students who have passed the examination in question; though some time must elapse before the senior Anglo-Vernacular class can be composed entirely of graduates.

The scholastic profession.

228. It is generally believed, that in many parts of India market is glutted with men, who have received the best University education attainable, and seek in vain for employment; and it is sometimes supposed that such a state of things prevails in the Punjab. This, however, is far from being the case, as may be seen from the facts that have been stated in the preceding paragraph. Numerous applications are made, no doubt, for every vacant appointment, however small the salary may be; but they do not come from the class referred to. The calling of a school master is congenial to natives of India; and the Training college is now a very popular institution, and leads to certain employment; yet the facilities for employment in other Departments and the pecuniary advantages that are offered are so great, that a small number only of graduates seek for admission, and even the supply of students who have passed the Intermediate examination is not yet sufficient to meet the demand; whilst many of those, who are trained in the institution, obtain offers of more lucrative employment, than could be hoped for in the scholastic profession.

The Junior Anglo-Vernacular class.

229. The Junior Anglo-Vernacular class is composed of students, who have passed the Entrance examination, and are under training for employment in Primary schools, or after a sufficient period of probation, as assistant masters in Middle schools.

The Senior Vernacular class.

230. The Senior Vernacular class is recruited mainly from amongst the best students, who have been trained in Normal schools, and they undergo a course of instruction to fit them for employment in Secondary Vernacular schools.

Results of examinations.

Senior Anglo-Vernacular Certificate examination.

231. Ten students of the Central Training college were successful in the Senior Anglo-Vernacular Certificate examination, besides two, who had previously attended the institution, and now appeared as private candidates, and one to whom a special certificate was awarded. In 1884-85 thirteen students passed the examination, and there were fewer failures; but the standard of the examination has been greatly raised since that time. The causes of failures in the recent examinations have been analysed at some length by the Principal. In this connexion it has been decided, that in future an informal Entrance examination shall be held by the Principal, with the view of securing such candidates as appear most likely to profit to the full extent by a course of training; detailed instructions have been issued with regard to the oral examination in practical teaching, in which somewhat unsuitable tests had been imposed in a few cases by the inspecting officer; and it has been determined to make the examination in mathematics optional, and to grant special certificates for that subject, as the knowledge of mathematics possessed by the students before admission is sufficient for men, who are not specially employed as mathematical teachers; and the change in question will enable them to devote more time to English.

Training Institutions for Masters.

Junior Anglo-Vernacular Certificate examination

232. In the Junior Anglo-Vernacular Certificate examination the results were satisfactory. This examination was not held in 1884-85.

Senior Vernacular Certificate examination

233. The results of the Senior Vernacular Certificate examination were not equal to those of 1884-85, which were exceptionally brilliant, as every candidate was successful; but they compare very favourably as regards the proportion of passes with the examinations held in 1887-88 and 1888-89.

Private students.

234. Four private students, including two who had previously attended the college, were successful in the Senior Anglo-Vernacular Certificate examination, and one in the Junior Anglo-Vernacular Certificate examination. For the Senior Vernacular Certificate examination there were five private candidates, but none of them passed.

Amalgamation of the Central Model school with the Municipal Board school.

235. The question of amalgamating the Central Model school attached to this institution, with the Municipal Board school, which is held in a building close at hand, and placing the whole under a trained European master, is under consideration; and the advantages that would accrue to the Central Training school from such a measure have been described by the Principal in his report. The removal of the Model school from the present building would also make room for the Normal school, which is inconveniently situated at a great distance inside the city.

Boarding-house.

236. An excellent boarding-house has been recently provided for the students; and it would, no doubt, be advantageous, as observed by the Principal, if arrangements could be made to enable that officer to reside on the spot.

NORMAL SCHOOLS.

Normal schools—scholars.

237. The following statement shows the number of Normal schools and the distribution of scholars at the end of the year under report and at the close of 1884-85 :—

			Government.				Aided (if any)	
			1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.
Number of schools			4	3	1	...	...	1
Number and distribution of scholars at the close of the year.		Government stipendiaries	239	170	69	...	...	...
		Non-stipendiary students	...	2	...	2	...	...
		Total	239	172	67	...	...	31
	In Ordinary class	Teachers	118	(a)	...	...	...	...
		Others	63	(a)	...	...	...	.
	In Zamindári class, reading	Hindí	18	..	...	...	...	.
		Panjábí	30	..	...	...	..	.
		Pashtú	12	...	...	...	...	...
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Expenditure.	On establishments and contingencies.	From Provincial revenues	14,183	4,879	9,304		...	2,700
		From other sources	.	*6,945	...	6,945	...	5,660
		Total	14,183	11,824	2,359	...	...	8,360
	On stipends...	From Provincial revenues	14,825	...	14,825	...	...	300
		From District funds	59	10,877	.	10,818	...	..
		From other sources	...	..	...	...	..	1,788
		Total	14,884	10,877	4,007	...	...	2,088
	Grand Total		29,067	22,701	6,366	..	...	10,448
Results of examinations—Junior Vernacular examination.			108	78	30	..	...	† 2

(a) Information not available.

* From District funds.

† Six students passed the Senior Vernacular Certificate examination.

Chap V, A, 238

Training Institutions for Masters

Number of schools and students

238. There were in 1884-85 three Government Normal schools at Delhi, Lahore and Ráwalpindi, and a fourth has since then been established at Jullundur. The question of establishing a fifth Normal school for the Deraját and Peshawar Divisions is under consideration. The total number of students has increased considerably, and there has been a slight increase in the number attending each of the older schools.

Stipends

239. Formerly 170 stipends were provided by Government; and at the end of 1884-85 the full number of stipendiaries and two non-stipendiary students were in attendance. The number of stipends has since been increased to 300; but so far they have not all been taken up, and some students out of those who join annually at the beginning of the term always leave before its close. It will be observed that at the end of the year 61 stipends were vacant, though ten of these, it may be added, were taken up immediately after its close. In the Ráwalpindi school the deficiency in the number of students was due to a large extent to sickness, which necessitated the closing of the school altogether for some time. Similar causes of an unavoidable character prevailed to some extent elsewhere, but account for a small proportion only of the vacancies; and the greatest difficulty was experienced in allotting the stipends.

Causes which lead to the deficiency in the number of stipends taken up

240. Each District is expected to supply a certain number of students; whilst some stipends are placed at the disposal of Inspectors, who are required also, as far as possible, to make up the proper number of students, in cases where there is a deficiency in those sent in from any of the Districts. If the full numbers are not forthcoming at the beginning of the term, the head masters of the Normal schools are empowered to allot stipends to any suitable candidates, who may be available. As we have seen, however, it has not been found practicable to maintain the schools at their full strength.

Middle school examination.

Every candidate for admission must have passed the Middle School examination in the Vernacular; and the stringency of that examination and the fluctuations in standard, which often caused a large number of failures in some one subject, amongst students of fair average ability, has tended to diminish the supply of eligible candidates, and to exclude from admission some youths, who might have become efficient teachers on the completion of the usual course of training. The change now resolved upon by the Senate in the rules for the conduct of this examination cannot fail to have a beneficial effect.

Superior attractions in other Departments, &c.

241. Though the difficulty of passing the Middle School examination is one cause of the deficiency of candidates for admission to the Normal schools, it is not by any means the only cause. The question has been carefully considered by the Departmental Conference; and there can be no doubt that the deficiency complained of is due mainly to the fact, that a considerable number of the best students, whose means enable them to join an Anglo-Vernacular school, including most of those who gain scholarships, enter on the study of English after passing the Middle School examination in the Vernacular; whilst the prospects open to the remainder, if they undergo a course of training in a Normal school, are very inferior to those which obtain in other Departments, such as the Revenue Department, in which promising students are largely employed.

Measures adopted to remove the defect.

242. The following measures have been adopted on the recommendation of the Conference:—

(1). The minimum age for admission to a Normal school has been reduced from 18 to 17.

Chap V, A, 243.

Training Institutions for Masters.

(2). The minimum age, at which a candidate is allowed to appear at the certificate examination, has been reduced from 19 to 18.

(3). The minimum salary of an assistant teacher, who holds a certificate, has been raised from Rs. 6 to Rs. 8.

(4). Youths, who have passed the Middle School examination have been declared eligible for employment as assistant teachers on Rs. 6 per mensem until they attain the age of 20 years, after which they must either join a Normal school or vacate their appointments. If in the meantime they pass the certificate examination, they will be entitled to a salary of Rs. 8 per mensem.

The effect of these measures in the future

243. The first and second of these measures will add largely to the number of youths, who are held eligible for admission to a Normal school, without any reduction in the literary attainments that are required. The third will render the possession of a certificate more valuable, and will, no doubt, be the means of attracting many young men, who are unwilling to serve under existing conditions. The fourth measure is likely to have very good results, as it will enable a youth to obtain the means of support, as soon as he has passed the Middle School examination, and whilst he is still too young to join a Normal school. When he is of the proper age, he can enter one of those institutions, or, if he is unwilling to leave his District, he can remain undisturbed until he attains the age of 20 years. By that time he may hope to pass the certificate examination without the necessity of joining a training institution at all; and if he fail to do so, he has still the option of undergoing a course of training. It is true that many young men, who have passed the Middle School examination, are appointed even now to *officiate* as assistant teachers; but they have no assured position or status, and may be required to vacate their appointments at any moment.

Special stipends for certain backward Districts.

244. In the case of the Pesháwar, Hazára and Kohát Districts, provision has been made for the award of a certain number of stipends tenable in Middle schools by youths, who will engage to join a Normal school on passing the Middle School examination, their parents or guardians entering into an agreement to refund the stipends, if the holders fail to complete the prescribed course of training. In these Districts the stipends will be paid from Provincial revenues, as the District Committees cannot afford to meet the charge. The local authorities in other backward Districts have been urged to provide similar stipends from District funds.

Redistribution of stipends after the proposed establishment of a fifth Normal school.

245. The present arrangement, as regards the Districts from which the students attending the four Normal schools are drawn, is very inconvenient. If a fifth school is established for the Deraját and Pesháwar Divisions, the Normal school at Delhi will draw students exclusively from the Districts of the Delhi Division, which coincides with the Delhi Circle of Inspection, whilst the Jullundur, Lahore and Ráwalpindi Divisions will supply students to the Normal schools at Delhi, Lahore and Ráwalpindi. Except as regards the new school, which will draw students partly from the Deraját, and partly from the Pesháwar Division, (which, with the Ráwalpindi Division, constitutes the Ráwalpindi Circle,) every Inspector will be responsible exclusively for the supply of the proper number of students to the Normal school in his own Circle; and no District will be compelled to send students

to a Normal school in an uncongenial locality, as is the case in many instances at present. Such an arrangement will greatly facilitate the maintenance of the full number of students, for whom stipends may be available in each of the Normal schools.

Chap. V. A, 246 Training Institutions for Masters

246. The maintenance of the Jullundur Normal school has added to the expenditure on Government institutions, though that incurred on each school is less than before; whilst the additional number of stipends that are now provided has added to the expenditure under this head. The increase of expenditure from Provincial revenues is due in a large measure to the fact, that the whole cost of training institutions is now borne by Government, District Committees having been relieved of the charges, which they formerly incurred on this account, and on subordinate inspection, and directed to expend the savings thus set free mainly on Primary education.

Expenditure on Normal schools.

247. The number of successful candidates for the Junior Vernacular Certificate examination has increased by 38 per cent.; that is in about the same proportion as the number of students on the rolls. It is, as I remarked last year, essential that candidates for this examination should possess a competent knowledge of every subject that they take up; and the standard, which has been raised since 1884-85, is necessarily difficult, especially for those who come from backward Districts. There are some very good men amongst the students; but whilst the present difficulty in finding a sufficient number of candidates eligible for stipends in Normal schools continues to exist, it is evident that there cannot be much room for selection. The measures now decided on will, it may be hoped, prove successful, in the course of a few years, in providing a sufficient number of candidates, not only to fill all vacancies, but also to admit of more discrimination in the choice of those to whom stipends are awarded. When this is the case, a sensible increase in the number of students, who pass the examination annually, may be expected.

Results of examination.

Eighteen private candidates presented themselves for the examination; but of these one only was successful.

248. Zamíndárí classes have been established during the year under report, the object being to train teachers for the Zamíndárí schools, to which reference has been made in the preceding chapter. The students attending these classes receive instruction in Urdú, Hindí, Panjábí or Pashtú, and in arithmetic on native methods, and will undergo a special examination, which will be so arranged as to enable them to appear also at the Junior Vernacular Certificate examination, if they wish to do so. A small addition to their ordinary salary is to be allowed to certificated teachers in charge of Zamíndárí schools; and this, of course, is an inducement to Normal school students to join the Zamíndárí classes.

Zamíndárí classes.

249. The general organization of the Normal schools has been greatly improved since 1884-85; and the Model schools, that are maintained in connexion with them, have been placed on a much more satisfactory footing. Gymnastic teachers have been attached to all the Normal schools, and suitable apparatus has been provided. Regular instruction is now given in school drill and athletic exercises, and is generally very popular amongst the students. With the exception of a few unruly men from frontier Districts in the Ráwalpindi Normal school, the general conduct of the students is highly commended.

General organization of Normal schools.

Chap V, A, 250

Training Institutions for Masters

The Aided Normal school at Amritsar.

250. In 1884-85 the Aided Normal school at Amritsar, which was maintained for many years by the Christian Vernacular Education and Normal School Society under the able management of Mr. Rodgers, was still in existence. It was subsequently taken over by the Church Mission Society; but the home authorities eventually determined to close the institution, contrary, I believe, to the wishes of some of the leading members of the Mission in this country. This step, which may have been necessitated by reasons with which I am not acquainted, is nevertheless to be regretted. The institution fulfilled to some extent the same purpose as the Central Training college, since it prepared students, not only for the Junior Vernacular Certificate examination like the existing Normal schools, but also for the Junior Anglo-Vernacular and the Senior Vernacular examinations. The cost of this institution in 1884-85 amounted to about Rs. 10,500; and of this the sum of Rs. 3,000 was paid by Government.

SECTION B.—TRAINING INSTITUTIONS FOR MISTRESSES

Training of native mistresses.

251. Three Normal schools for native mistresses were shown in the returns for 1884-85. They were, however, Normal schools in name only; as there was no attempt at professional training, though some of the students, who attended them, afterwards obtained employment as teachers. They were really Primary schools attended more or less by adults. They each contain at present a Secondary department; and are shown in the returns of Secondary schools. The measures now in progress to supply trained teachers by means of Normal classes maintained in connexion with Primary and Secondary schools will be noticed in the next chapter.

Training school for European Zanána teachers.

252. A school for European zanána teachers was maintained by the S. P. G. Mission during the year 1884-85. It contained at that time three students; and this number was rarely exceeded. It was closed in 1888-89.

SECTION C.—INSTITUTIONS FOR TECHNICAL TRAINING

THE MEDICAL SCHOOL.

The Medical school.

253. TheLahore Medical school is attached to the Lahore Medical college, and is under the same management. The report of the Principal on these institutions is printed as Appendix H; and the remarks of the Inspector-General of Hospitals, given above in Chapter III., para. 166, apply both to the college and to the school.

THE VETERINARY SCHOOL.

The Veterinary school, Lahore

254. The report on the Veterinary school, which is printed as Appendix K, shows very good results. The number of students has risen since 1884-85 from 66 to 90; and of these 41 students are in receipt of stipends or scholarships. It is satisfactory to find, that whilst the number of stipends and scholarships has been increased by 8, the number of non-stipendiary students has risen from 33 to 49. The efficiency of the school has been improved by the appointment of subordinate native teachers. The establishment of Lord Lawrence scholarships for technical education defrayed from the proceeds of the Lawrence Memorial Fund, five of which have been attached to the Veterinary school, has been productive of beneficial results, and excited keen competition amongst the more advanced students. Out of 45 candidates, 37 passed as Veterinary Assistants, 20 in the first and 17 in the second grade. In 1884-85, 12 candidates only out of 35 were successful; though the standard of the examination was at that time much less stringent than it is at present.

Institutions for Technical Training.

255. The Principal strongly urges an extension of the period of study from two years to three. The attainments of candidates for admission to the school are of a low order; and their powers of observation have received no preliminary training; so that it is a matter of great difficulty to teach the students to think for themselves, and to understand what they see during the limited time that they attend the institution.

Extension of the course of the Veterinary school.

THE LAW SCHOOL.

256. The following table exhibits the statistics of the Law school for the year under report and for 1884-85 :—

The Law school, Lahore.

		1889-90.	1884-85.
Number of students		54	71
Expenditure.		Rs.	Rs.
Fees		2,229	3,670
Other sources		4,227	902
Total		6,456	4,572
Results of Examinations.			
* Preliminary examination	Candidates	10	...
	Passes	8	...
First certificate	Candidates	19	37
	Passes	10	9
Licentiate in Law	Candidates	5	24
	Passes	2	5

* There was no preliminary examination in Law in 1884-85.

It will be observed, that there has been a considerable decrease in the number of students, and a corresponding decrease in the tuition fees. This is due to the higher standard of attainments, that is now required as a condition of admission to the various examinations. The additional expenditure is the result of the measures that have been taken to improve the efficiency of the school staff. The results of the examinations appear to be decidedly satisfactory, in view of the very high percentage of pass-marks required by the University. In 1884-85, when the conditions as to general education were much lower than at present, there was a larger number of candidates for the First Certificate examination and the Licentiate in Law examination, but the proportion of passes was small. The preliminary examination was not held during 1884-85.

THE MAYO SCHOOL OF ART.

257. The Principal's report on the Mayo School of Industrial Art is printed as Appendix L.

The Mayo school of Industrial Art, Lahore.

At the close of the year the school contained 98 students, or 13 more than at the end of 1884-85. Of these students, 8 were in the Engineering class maintained by the University; which was attached last year to the Mayo school.

Scholars.

258. There were in all 48 stipends and scholarships, of which 29, varying in value from Re. 1 to Rs. 10, were provided by Government, 3 by District Boards, 12 by Municipal Committees, and 4, tenable in the Engineering class, by the University.

Scholarships and stipends.

Chap. V, C, 259.

Institutions for Technical Training.

Of the stipends given by Local Bodies, 9 were awarded by the Municipality of Amritsar. Five of the new John Lawrence scholarships have been attached to this institution; and 3 of these have been recently awarded. They will, no doubt, be eagerly competed for by the more advanced students.

General progress.

259. The Mayo school has made excellent progress during the last five years, and its work has been highly appreciated; prizes have been awarded to the students at several exhibitions, and valuable designs of various kinds, both for public buildings and art industries, have been prepared under the directions of the Principal. During the past year the school has supplied drawing masters and teachers of carpentry and wood carving to Technical schools in various parts of the country, and several of the students have obtained employment in different capacities.

The future of the schools.

260. One great obstacle to progress, that has been frequently brought to notice, is the absence of students possessing artistic faculties, who have received some general education before they join the school. Sons of artisans on their first admission are generally very ignorant; and youths, who have received a fair general education, are incapable, as a rule, of making satisfactory progress in artistic studies. It may be expected, that the measures now in progress for the promotion of technical education will supply the Mayo school in the course of a few years with youths, who have received a fair general education with some technical training, and who possess that hereditary capacity, which is so essential in this country for success in industrial art. Some promising students have been already supplied by the Municipal Board Industrial school at Amritsar.

Staff of the school.

261. Towards the end of February Mr. Andrews, who has been appointed by the Secretary of State as Vice-Principal, arrived in Lahore and entered on his duties. Since the close of the year Mr. Kipling has found it necessary to proceed on furlough, and Mr. Andrews is now officiating as Principal. No one has yet been nominated to act as Vice-Principal, and I fear that it will be impracticable to find a suitable candidate for the post in this country. The subordinate staff of the school has been improved and strengthened.

INDUSTRIAL SCHOOLS.

Industrial schools.

262. Four Industrial schools, with 93 students on the rolls, are shown in the statistical returns for 1884-85; and there were two others in existence, which did not find a place in the returns. They were all reported to be in a more or less unsatisfactory condition. The returns for the year under report show four schools with 362 scholars on the rolls, and there are two others not shown in the general tables. These schools are of different kinds, as noted below :—

1. The Railway Technical school, Lahore, maintained by Government.
2. The Municipal Board school, Amritsar.
3. The Municipal Board school, Delhi, established since the close of the school year, and not shown in the returns.
4. The Qasúr school, Lahore District, unaided.
5. Bháí Bútá Singh's school at Ráwalpindi, unaided (not shown in the returns).
6. Shahzáda Suraiyá Jáh's school at Delhi, unaided.

Chap V. C, 263

Institutions for Technical Training

263. The Railway Technical school, which is intended to provide a suitable education for the sons and other near relatives of artisans employed in the Railway workshops, was established about eighteen months ago. The school contains, like schools for general education, an Upper and Lower Primary and a Middle department, to which a High department will be added hereafter. In the Lower Primary department reading and writing in the vernacular, arithmetic, object lessons and the geography of the District, of the Punjab and of India are taught, as in ordinary schools; and to these subjects instruction in wood-working and in drawing is added. In the Upper Primary department the boys still learn reading and writing in the vernacular, and arithmetic; and they begin the study of practical geometry, which they learn with great facility, and elementary English chiefly of a colloquial character, whilst instruction in drawing and in wood-working is continued. In the Middle department the course, though more advanced, is of a similar character; but more time is given to purely technical instruction. By the time that the Middle course is completed, the boys will be old enough to join the Railway workshops as apprentices; but they will still attend the school for some hours daily; and the High department will consist mainly of workshop apprentices.

The Railway Technical school, Lahore.

Further development of the school.

264. The school may be said to have passed through the early experimental stage; and its success is now assured. At present carpentry or wood-working is taught to all the classes; and the great majority of the boys are carpenters by birth. It was thought best to begin with one handicraft; and it would indeed be impracticable, with the existing accommodation, to teach more than one handicraft efficiently. As soon as it can be arranged to supply sufficient accommodation, other branches of technical instruction will be introduced. All the boys will learn wood-working in the Lower Primary department, that is, they will learn to carve the shallow mouldings common to this part of the country, and will be taught the use of the saw and plane so far as their strength will allow. On the completion of the Lower Primary course, whilst the curriculum as regards general education, drawing and practical geometry will be the same for all, subject to any slight modifications that experience may dictate, the sons of carpenters, blacksmiths, fitters, stone-masons, &c., will receive instruction in their hereditary crafts.

School accommodation.

265. The building at present occupied by the school is of a temporary character; and it affords, as I have already intimated, insufficient accommodation to carry out the scheme proposed. It has been determined, therefore, by His Honour the Lieutenant-Governor to erect a new building on an excellent site belonging to the Railway and in a convenient situation; and plans and estimates have been called for. It will, it is hoped, be capable of providing accommodation for five or six hundred students, and will admit of future extension, should this prove necessary.

Scholarships.

266. No stipends are given to the students who attend this school; but small scholarships, payable from the Lord Lawrence Memorial Fund, have been attached to the institution. They are of less value than those assigned from the same source to the Veterinary school and the Mayo school of Art, but are more numerous, and will be awarded annually on the results of the Upper and Lower Primary examinations in general and technical subjects.

The Municipal Industrial school, Amritsar.

267. The establishment of the Municipal school at Amritsar is due to the interest displayed in technical instruction by Mr. Nicholl, the energetic Secretary of the Municipal Committee. The boys, who are chiefly sons of artisans, learn various handi-

Chap. V, C, 268.

Institutions for Technical Training.

crafts; and some of them were able to show very creditable specimens of their work, when the school was visited by the Inspector. Arrangements have now been made to teach subjects of general education in an efficient manner in the Lower Primary department; and the scheme approved by the Department will be gradually extended throughout the school.

The Municipal Industrial school, Delhi.

268. An Industrial school was set on foot some years ago at Delhi by the Municipal Committee, but was subsequently closed. A new school has been opened, since the termination of the last school year, on a small scale, in which the scheme of instruction that has been adopted in the Railway Technical school will be followed. It is too early yet to judge of its success; but it would appear that the conditions are not such as to be very attractive to the children of artisans, and that no sufficient endeavour has yet been made to induce them to attend.

The Industrial school at Qasúr.

269. The Qasúr Industrial school is rather a workshop, where various trades, such as weaving, carpet-making, dyeing, tailoring, shoe-making, saddlery, and blacksmith's work, are carried on, than an actual school. It was attended, at the time of the Inspector's visit, by 16 pupil apprentices. There is no provision for education of a general character.

Bhái Bútá Singh's school at Ráwalpindi.

270. In Bhái Bútá Singh's school at Ráwalpindi the Inspector found 77 boys in attendance. They were learning reading and writing in the Gurmukhí character and arithmetic; but the industrial department, in which instruction in *darí* making was supposed to be given, appeared at this time to be in abeyance.

Shahzáda Suraiyá Jáh's school, Delhi.

271. Shahzáda Suraiyá Jáh's school at Delhi is intended for descendants of the *ex*-royal family at Delhi. At the time of the Inspector's visit it was attended by some 30 boys, who were learning reading, writing, arithmetic, gold and silver wire drawing, embroidery, brass foundry and printing. The school is a charitable institution. Some of the work is said to be very good of its kind.

The Committee on technical education.

272. A few years ago a strong Committee was appointed to consider the whole question of technical education and to make practical recommendations on the subject. The scheme advocated by the Committee would have involved, if adopted in its entirety, a larger expenditure than the Government was in a position to undertake; but many of the Committee's suggestions have been accepted.

Its proposals.

273. The most important measures that have been carried into effect, or are still in progress for the promotion of technical instruction, are the following:—

(1). The staff of the Mayo school of Industrial Art has been strengthened, and a Vice-Principal has been appointed.

(2). The Railway Technical school has been established at Lahore in connection with the North-Western Railway.

(3). A regular course of instruction has been prescribed for Industrial schools, with which all Board and Aided schools will be required to conform.

(4). Rules have been prescribed for the award of grants to Aided Industrial schools.

(5). It has been arranged, that scholarships shall be awarded from Provincial revenues to a certain proportion of the boys attending Industrial schools on their passing the Lower Primary examination, and shall be tenable in the Upper Primary department.

(6). It has been determined that the examination of students of Industrial schools in drawing and in handicrafts shall be conducted by the Principal of the Mayo School of Art.

(7). A scheme for a Clerical and Commercial examination has been adopted by the University, and a corresponding course will now be introduced into High schools.

(8). It has been decided by the University to hold an Entrance examination in science alternative with the ordinary Entrance examination.

(9). When the science course has been definitely fixed by the University, it will be taught in the Central Model school, and arrangements will be made to train teachers in the Central Training college with a special view to this course, so that it may be gradually introduced into other institutions.

(10). It may be added that free hand and mechanical drawing are to be made optional subjects for the Entrance examination in science, and will consequently be taught in High schools, which prepare students for this examination.

(11). It is contemplated also to introduce into Vernacular Middle schools an optional science course in chemistry, botany and zoology, of a somewhat lower standard than that prescribed for High schools, as soon as qualified teachers and suitable text-books are available. It is desirable, however, that the High school course should be fixed, before measures are taken to prepare books and train teachers for Vernacular Middle schools.

(12). Local Bodies are to be authorized to introduce drawing into Vernacular Middle schools, when certificated masters are available.

Importance of the Railway Technical school.

274. The most important measure that has been adopted is, the establishment of the Railway Technical school. Hitherto the majority of the children of artisans have received no general education. Such children learn their hereditary craft in the workshop, and attain in many cases great skill and dexterity. Their minds, however, are untrained; and they are sadly wanting in method, order and neatness, and have no idea of discipline. When such youths, reach man's estate, they are wholly unfit to hold any position of responsibility. The children, who attend the Railway Technical school, are quite as intelligent as the children of any other section of the community; they receive as good an education, though of a more practical kind; and there is no conceivable reason why they should not be equally fit for positions of responsibility in time to come. There are some large schools in this Province attended by hundreds of boys and wholly under

Chap V, C, 275.
Institutions for Technical Training.

native control, where the discipline and organization are all that could be desired; and it is, I take it, quite as difficult to manage and control a large school efficiently, as to control the workmen engaged in a factory. I feel confident, therefore, that many of the boys attending the Railway school will be qualified hereafter for employment as foremen, and in other responsible positions. They will, moreover, as I observed in my last report, supply a class such as can be hardly found in any other part of India, capable of profiting to the fullest extent from the advanced technical instruction that will, no doubt, be available in the class-rooms, soon to be provided at Lahore in the Jubilee Museum and Technical Institute.

Tendency of ordinary schools to draw away clever boys from their hereditary pursuits.

275. I have said that the great majority of artisans' children receive no general education. A considerable number, however, are to be found, of course, in the ordinary schools of the country; but these desert their hereditary occupations, and help to swell the class of men, who seek for Government service or for work as clerks and munshís under other employers. The Railway Technical school and others established on the same model will check this tendency, which is bad in every way: bad for the handicrafts, which are deserted by clever boys of energy and ambition; bad in most cases for the boys themselves, to whom, if they were properly trained, these handicrafts would afford a better opening than they are likely to find elsewhere; and bad for the hereditary class of clerks and munshís with whom they compete.

Future prospects of Industrial schools.

276. The Railway Technical school from its close connection with the Railway workshops, the facilities thereby afforded for combining theoretical with practical instruction, the interest that is taken in the institution by the Railway authorities, and the certainty that the students will obtain settled employment, possesses, of course, some peculiar advantages, that are not to be found elsewhere. The absence of such advantages is not, however, the only reason that so little success has attended the Industrial schools, that have been established in the Province in former years; their failure has been due mainly to want of method, and the absence of a definite scheme and a definite system of organization. This want will now be supplied; and the Railway school will serve as a model to other technical institutions. With a definite scheme to guide them and the offer of grants on a definite plan, it may be hoped that Board and Aided Industrial schools will prove successful in future. It may be added that the success of such schools is essential to the full success of the Mayo School of Art, which should hold towards Industrial schools the same position that is held by colleges towards schools for general education.

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			High Schools.			Middle Schools.			Total of Secondary Schools.					Number of	
			Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Primary schools.	Grand Total Secondary and Primary schools.	Girls learning English.	Scholarships.
Number of	Board schools	1889-90	...	...	...	...	2	2	...	2	2	176	178	...	...
		1884-85	...	...	...	...	...	...	...	...	...	134	134	...	...
		Increase	...	...	...	...	2	2	...	2	2	42	44	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided schools	1889-90	2	...	2	3	1	4	5	1	6	117	123	...	...
		1884-85	...	...	...	4	1	5	4	1	5	162	167	...	...
		Increase	2	...	2	...	...	...	1	...	1	...	...	...	...
		Decrease	...	...	...	1	...	1	...	...	...	45	44	...	...
	Unaided schools	1889-90	...	...	...	...	1	1	...	1	1	3	4	...	...
		1884-85	...	...	...	...	...	...	...	...	...	1	1	...	...
		Increase	...	...	...	...	1	1	...	1	1	2	3	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of scholars in	High stage	1889-90	10	...	10	...	...	...	10	...	10	...	10	10	...
		1884-85	...	...	...	...	...	...	...	...	..	...	...	...	...
		Increase	10	...	10	...	...	...	10	...	10	...	10	10	..
		Decrease	...	...	...	...	...	...	...	..	...	...	...	...	...
	Middle stage	1889-90	20	...	20	26	53	79	46	53	99	...	99	56	26
		1884-85	...	...	...	18	3	21	18	3	21	...	21	18	...
		Increase	20	...	20	8	50	58	28	50	78	...	78	38	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total Secondary stage	1889-90	30	...	30	26	53	79	56	53	109	...	109	66	26
		1884-85	...	...	...	18	3	21	18	3	21	...	21	18	...
		Increase	30	...	30	8	50	58	38	50	88	...	88	48	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Upper Primary stage	1889-90	47	...	47	44	74	118	91	74	165	382	547	80	378
		1884-85	...	...	...	48	3	51	48	3	51	142	198	64	...
		Increase	47	...	47	...	71	67	43	71	114	240	354	16	...
		Decrease	...	...	...	4	...	...	...	...	...	...	...	...	...
	Lower Primary stage	1889-90	62	...	62	100	168	268	162	168	330	8,066	8,398	62	...
		1884-85	...	...	...	175	62	237	175	62	237	9,161	9,398	154	...
		Increase	62	...	62	...	106	31	...	106	93	...	...	...	...
		Decrease	...	...	...	75	...	...	13	...	...	1,093	1,000	92	...
	Total Primary stage	1889-90	109	...	109	144	242	386	253	242	495	8,450	8,945	142	378
		1884-85	...	...	...	223	65	288	223	65	288	9,303	9,591	218	...
		Increase	109	...	109	...	177	98	30	177	207	...	...	...	...
		Decrease	...	...	...	79	...	...	...	...	...	853	646	76	...
	Grand Total	1889-90	139	...	139	170	295	465	309	295	604	8,450	9,054	208	404
		1884-85	...	...	...	241	68	309	241	68	309	9,303	9,612	236	...
		Increase	139	...	139	...	227	156	68	227	295	...	...	...	...
		Decrease	...	...	...	71	...	...	...	...	...	853	558	28	...

Figures as regards number for scholarships in 1884-85 are not available.

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Paras.		Paras.
Female schools and scholars	277—284	Conduct of girls and moral instruction, &c.	304
Expenditure	285—294	General progress, supply of trained teachers, Normal schools and classes, new grant-in-aid rules, &c.	305—316
Fees	295	Scholars in each District	317
Scholarships	296	Zanána teaching	318
Results of examinations	297—300	Suggestions for the future	319
Needle-work	301		
Domestic economy	302		
Boarding arrangements	303		

Female schools and scholars.

277. The table on the preceding page shows the number of female schools for natives and the scholars attending them for the past year and for 1884-85.

The statement shows an increase of three schools and a reduction of 558 in the number of pupils. The reduction is due, however, to the transfer of four sets of zanána classes with a large number of pupils to the list of 'private' schools, to which they more properly belong, as they do not generally prepare pupils for the standards of the public examinations. If these classes were still retained in the list of public schools, the statement would show an increase of seven schools and about 120 pupils. It will be observed that the total number of girls now attending public schools is a little over 9,000.

Secondary schools.

278. The number of Secondary schools has increased from five to nine; and two Middle schools have been raised to the grade of High schools. Five schools returned as belonging to the Primary grade, which contain girls, who have begun the course prescribed for the Middle department, are about to be formally raised to the status of Secondary schools; so that there are virtually fourteen Secondary schools against five in 1884-85.

High schools.

The two High schools are the Lady Dufferin school at Lahore, under the American Presbyterian Misson, which now holds the first place in the Province, and the Alexandra school at Amritsar maintained by the Church Mission Society. Both these institutions are aided boarding schools for Christian girls, and resemble European schools, as regards the method of instruction and the general arrangements.

Anglo-Vernacular Middle schools.

The Anglo-Vernacular Middle schools comprise:—the S. P. G. boarding school at Delhi, attended mostly by Christian orphans, which has taken the place of a Normal school formerly maintained under the same management; the Anglo-Vernacular school under the Delhi Baptist Mission, attended chiefly by Christians; and the Christian girls' boarding school under the Church Mission Society at Amritsar. These three are aided institutions.

Vernacular Middle schools.

The Vernacular schools are attended by Hindús, Sikhs and Muhammadans. They comprise the Municipal Board school at Amritsar; the District Board school at Gujarwál, in the Ludhiána District; the Victoria school at Lahore, under the management of the Punjab Association; and an unaided school at Lahore under a native Committee, and known as the "Anglo-Vernacular school," though the study of English has not yet been introduced, as was originally intended.

Female Education (Natives).

Municipal Board school, Amritsar.

279. The Municipal school at Amritsar was formerly maintained as an aided Normal school, under the management of a Committee consisting chiefly of native gentlemen; though the cost was met almost entirely from public funds. It has been taken over recently by the Municipal Committee, and converted into a Middle school; and it is hoped, that it will be raised in time to the grade of a High school.

The Victoria school.

280. The Victoria school alsowas formerly maintained as a Normal school on a similar footing to that at Amritsar. In 1886 the Committee of Management was absorbed in the Punjab Association; and the school was thoroughly reorganised as a Middle school. Last year it sent up candidates for the first time to the Middle School and Middle Standard examinations. It contains three girls, who have passed the latter examination, and are under training as teachers, and a High department will be formed as soon as a sufficient number of advanced students is forthcoming. A few girls learn English, though this does not as yet form a part of the regular course of instruction.

Board school, Gujarwál.

281. The school at Gujarwál is remarkable as being the first District Board Middle school that has been set on foot in the Province. The girls learn Hindí, Urdú and Gurmukhí.

Scholars in Secondary schools.

282. It will be observed that the number of girls in the Secondary department of Anglo-Vernacular schools has increased three-fold since 1884-85; and that the number in the Upper Primary department has nearly doubled.

The progress in Vernacular schools attended by Hindús, Sikhs and Muhammadans is still more striking. In 1884-85 there were three girls only in the Upper Primary, and three in the Middle department; whereas the four schools now shown in the returns contain 74 girls in the Upper Primary, and 53 in the Secondary department.

In addition to the girls shown in the statement, five new Middle school classes have been formed, as already stated, since the beginning of the year; and it is reported that in the Ráwalpindí Circle some girls attending Primary schools receive private or special instruction in the Middle school course.

Primary schools.

283. The number of Primary Board schools shows an increase of 42. Of these, however, 28 are branches of the Municipal Board school at Amritsar taken over from the Committee together with the Normal school, which has been converted, as already explained, into a school for Secondary education.

The decrease of 45 aided schools is due to the transfer of the schools above mentioned to the Amritsar Municipality, to the removal of zanána classes to the list of 'private' schools as explained in para. 277, and to the abolition of a few schools, which were not making satisfactory progress.

Scholars in Upper Primary stage.

284. Taking Primary schools and the Primary departments of Secondary schools together, the number of scholars shown in the Upper Primary department has nearly trebled; and, but for the transfer of zanána classes to the list of 'private' schools, there would be a small increase in the total numbers.

Statement of expenditure.

285. The statement on the following page shows the expenditure from dfferent sources on schools of various kinds and on scholarships.

CHAP. VI.—FEMALE EDUCATION (NATIVES).

FEMALE SCHOOLS.—STATEMENT OF EXPENDITURE.

		Board.				Aided.				Unaided.				Total.			
		1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.
In Secondary schools.	Anglo-Vernacular. Provincial Revenues	...	...	...	...	4,473	3,875	598	...	...	...	...	...	4,473	3,875	598	...
	Anglo-Vernacular. District Funds	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...
	Anglo-Vernacular. Municipal Funds	...	...	...	...	...	360	...	360	...	...	...	...	...	360	...	360
	Anglo-Vernacular. Fees	...	...	...	...	2,061	3,143	...	1,082	...	...	...	...	2,061	3,143	...	1,082
	Anglo-Vernacular. Other sources	...	...	...	...	15,797	11,060	4,737	...	...	...	...	...	15,797	11,060	4,737	...
	Anglo-Vernacular. Total	...	...	...	...	22,331	18,438	3,893	...	...	...	...	...	22,331	18,438	3,893	...
	Vernacular. Provincial Revenues	2,217	...	2,217	...	9,290	480	8,810	...	...	...	...	...	11,507	480	11,027	...
	Vernacular. District Funds	284	...	284	...	...	...	...	...	...	...	...	...	284	...	284	...
	Vernacular. Municipal Funds	4,001	...	4,001	...	450	...	450	...	...	...	...	...	4,451	...	4,451	...
	Vernacular. Fees	...	...	...	...	37	...	37	...	...	...	...	...	37	...	37	...
	Vernacular. Other sources	164	...	164	...	...	480	...	480	625	...	625	...	789	480	309	...
	Vernacular. Total	6,666	...	6,666	...	9,777	960	8,817	...	625	...	625	...	17,068	960	16,108	...
In Primary schools.	Provincial Revenues	3,115	2,247	868	...	9,204	16,145	...	7,041	...	...	...	...	12,219	18,392	...	6,173
	District Funds	11,760	7,813	3,947	...	1,171	1,260	...	89	...	...	...	...	12,931	9,073	3,858	...
	Municipal Funds	16,944	5,939	11,005	...	2,058	4,142	...	2,084	...	...	...	...	19,002	10,081	8,921	...
	Fees	...	...	...	...	8	121	...	113	...	...	...	...	8	121	...	113
	Other sources	495	293	202	...	18,187	36,963	...	18,776	361	10	351	...	19,043	37,266	...	18,223
	Total	32,314	16,292	16,022	...	30,528	58,631	...	28,103	361	10	351	...	63,203	74,933	...	11,730
Total Secondary and Primary schools.	Provincial Revenues	5,332	2,247	3,085	...	22,967	20,500	2,367	...	...	...	...	...	28,199	22,747	5,452	..
	District Funds	12,044	7,813	4,231	...	1,171	1,260	...	89	...	...	...	...	13,215	9,073	4,142	...
	Municipal Funds	20,945	5,939	15,006	...	2,508	4,502	...	1,994	...	...	...	...	23,453	10,441	13,012	...
	Fees	...	...	...	...	2,106	3,264	...	1,158	...	...	...	...	2,106	3,264	...	1,158
	Other sources	659	293	366	...	33,984	48,503	...	14,519	986	10	976	...	35,629	48,806	...	13,177
	Total	38,980	16,292	22,688	...	62,638	78,020	...	15,393	986	10	976	...	1,02,602	94,331	8,271	...
		In Secondary schools.				In Primary Schools.											
Scholarships.	Provincial Revenues	2,635	120	2,515	...	7,435	1,116	6,319	...		...			10,070	1,236	8,834	...
	District Funds	...	...	...	...	135	21	114	...		...			135	21	114	...
	Municipal Funds	370	...	370	...	1,188	738	450	...		...			1,558	738	820	...
	Other sources	....	120	...	120	419	1,165	...	746		...			419	1,285	...	866
	Total	3,005	240	2,765	...	9,177	3,040	6,137	...		...			12,182	3,280	8,902	...

Chap. VI. 286. Female Education (Natives)

286. The additional expenditure on Anglo-Vernacular schools is due to the fact that there are now five such schools of the Secondary grade, against four in 1884-85. The increase of expenditure in Vernacular Board Middle schools is owing to the transfer to the Municipality of the Normal school at Amritsar, above referred to in para. 279, and its conversion into a Middle school, and to the establishment of a District Board Middle school at Gujarwál.

Additional expenditure, Secondary schools.

There is but one Aided Vernacular Secondary school, as in 1884-85, and the increase under this head is due to the fact that the Victoria school, formerly maintained as a Normal school, has been organised as a Secondary school under the Punjab Association, and is provided with a strong and highly efficient staff, whereas the Mission school, which existed in 1884-85, and has since been given up, was of a less expensive character. The expenditure under the head of Unaided Vernacular schools is on account of the new school that has been set on foot under native management.

287. The additional expenditure on Board Primary schools is due partly to the improvement of schools previously in existence and partly to the establishment of new schools, and the transfer to the Amritsar Municipality, as explained above in para. 283, of 28 branch schools.

Additional expenditure on Board Primary schools.

288. Of the decrease of expenditure under the head of Aided Primary schools, rather more than half is due to the transfer to the list of private schools, as mentioned in para. 277, of the sets of zanána classes formerly shown in the returns as public schools; and the rest mainly to the transfer of the 28 branch schools to the Amritsar Municipality, and in part also to the abolition of a few schools, to which I have referred in para. 283.

Decrease of expenditure on Aided Primary schools.

289. The small increase under the head of unaided schools is owing to an increase in the number of these institutions.

Expenditure on unaided schools.

290. It will be observed that the statement shows on the whole a reduction of nearly Rs. 12,000 in the expenditure on Primary schools. This, however, is due to the transfer of certain zanána classes above referred to in paras. 277 and 288 and costing Rs. 14,500, from the list of public to that of private schools. The expenditure on schools still included in the returns has increased by about Rs. 2,500.

Expenditure on Primary schools of all sorts.

291. Taking Primary and Secondary schools together, the statement shows an increase of about Rs. 8,300 in the expenditure. If to the expenditure for 1884-85, shown in the statement, we add the cost of schools for special instruction, (*i. e.*, of the three Normal schools now converted into Middle schools and a small Industrial school since abolished,) and deduct that of the zanána classes, which were then returned as public schools, but are now more properly included in the list of private schools, it will be found that the actual expenditure on public schools of all kinds for native girls has increased by Rs. 6,500, as stated in Chapter I, para. 12.

Expenditure on schools of all sorts.

292. The increase of expenditure from Provincial revenues on Board and Aided schools for Secondary education, and the decrease in the expenditure on Aided Primary schools are due mainly to the causes that have been stated above with regard to the total expenditure on these institutions. In the case of Board Primary schools the amount shown as expended in 1884-85 represents grants formerly paid to the schools directly by the Department. These grants are no longer shown, though an equivalent

Expenditure from Provincial revenues.

Chap VI, 293.

Female Education (Natives).

contribution is paid by the Accountant-General to the Municipalities concerned. The expenditure incurred last year consisted mainly of instruction grants awarded to teachers in Board schools and in part also of grants paid to Branch schools in Amritsar before they were taken over by the Municipality.

Actual expenditure from Provincial revenues and from Municipal funds on female schools.

293. On the whole an increase of Rs. 5,500 in round numbers is shown in the expenditure from Provincial revenues, and of Rs. 13,000 in that from Municipal funds.

If we add to the expenditure from Provincial revenues for 1889-90, as shown in the statement, the sum paid on account of grants by the Accountant-General to Municipalities, and deduct the same amount from the expenditure incurred by Municipalities, and if again we add to the expenditure from Provincial revenues and from Municipal funds for 1884-85, as shown in the statement, the amounts paid from these sources on account of schools for special instruction, and deduct the amount paid from Provincial revenues on account of zanána classes transferred to the list of private schools, we shall find that the actual expenditure from Provincial revenues on schools of all kinds for native girls has increased by about Rs. 5,400, and that from Municipal funds by Rs. 3,000.*

Expenditure from District funds.

294. The increased expenditure from District funds has been incurred on the establishment of new schools and the measures taken for the improvement of those which had been previously established.

Fees.

295. Tuition fees are levied almost exclusively from the higher class of native Christians; though the few girls attending the Victoria school, who learn English, are required to pay a fee of Re. 1 per mensem, and a small sum is taken from scholarship-holders in the Board schools at Gujránwála. The reduction in the amount levied last year, as compared with that shown in the returns for 1884-85, is due in a great measure to a more careful discrimination between tuition fees and boarding fees, and the exclusion of the latter from the returns.

Provincial Revenues.			
*Expenditure in 1889-90 ...		Rs. 28,199	
Add grants paid by Accountant-General ...		„ 8,304 (a)	
	Total	„ 36,503	
Expenditure in 1884-85	Rs. 22,747		
Add on account of Normal schools transferred to the list of Secondary schools since 1884-85	„ 11,290		
Total ..	„ 34,037		
Deduct on account of zanána classes transferred to the list of private schools since 1884-85	„ 2,871	31,166	
	Increase,	Rs. 5,337	
Municipal Funds.			
Expenditure in 1889-90		„ 23,453	
Deduct grants paid by Accountant-General		„ 8,304	
	Net expenditure	Rs. 15,149	
Expenditure in 1884-85	„ 10,441		
Add on account of Normal schools transferred to the list of Secondary schools since 1884-85 ...	„ 1,700	„ 12,141	
	Increase	„ 3,008	

(a.) Out of Rs. 8,304 paid by the Accountant-General, the sum of Rs. 2,414 is on account of grants localized in 1886 and Rs. 5,840 on account of the grants to the Municipal Board school at Amritsar and its branches localized last year. The total amount of the annual grant to be paid by the Accountant-General for the Amritsar schools is Rs. 8,760, but a portion of this amount was paid last year direct by the Department before the changes were carried out, and the balance only was paid by the Accountant-General to the Municipality.

Chap VI. 296.
Female Education (Natives).
Scholarships.

296. The large increase in the expenditure on scholarships is due to the introduction of the new rules, under which provision is made for the award of scholarships on a liberal scale, payable from Provincial revenues, to girls successful in the Lower Primary examination, and to those also who pass the Upper Primary examination, if there is a prospect of their hereafter becoming teachers or medical students.

Statement of results of examinations.

297. The following table shows the results of the Entrance, Middle School and Middle Standard examinations :—

SECONDARY EDUCATION, NATIVE GIRLS.—RESULTS OF EXAMINATIONS.

		Entrance Examination.			Middle School Examination.			Middle Standard Examination for Girls.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.										
Aided schools ...	1889-90 ...	12	7*	58·3	6	3	50·0	2	1	50·0
	1884-85 ...	...	...	...	9	2	22·2	...	...	...
	Increase ...	12	7	58·3	...	1	27·8	2	1	50·0
	Decrease ...	...	...	...	3	...	...	...	...	...
Total Anglo-Vernacular examination.	1889-90 ...	12	7	58·3	6	3	50·0	2	1	50·0
	1884-85 ...	...	...	...	9	2	22·2	...	...	...
	Increase ...	12	7	58·3	...	1	27·8	2	1	50·0
	Decrease ...	...	...	...	3	...	...	...	...	...
Vernacular Examination.										
Board schools ..	1889-90 ...	...	..	...	...	...	...	3	3	100·0
	1884-85 ...	...	...	...	...	...	...	...	...	...
	Increase ...	...	...	...	...	...	...	3	3	100·0
	Decrease ...	...	...	...	...	...	...	...	...	...
Aided schools ...	1889-90 ...	...	...	...	6	...	...	8	4	50·0
	1884-85 ...	...	...	...	...	...	...	...	...	...
	Increase ...	...	...	...	6	...	...	8	4	50·0
	Decrease ...	...	...	...	...	...	...	...	...	...
Total Vernacular examination.	1889-90 ...	...	...	...	6	...	...	11	7	63·6
	1884-85 ...	...	...	...	...	...	...	...	...	...
	Increase ...	...	..	...	6	...	...	11	7	63·6
	Decrease ...	...	...	...	...	...	...	...	...	...
Grand total Anglo-Vernacular and Vernacular examinations.	1889-90 ...	12	7	58·3	12	3	25 0	13	8	61·5
	1884-85 ...	..	...	...	9	2	22·2	...	...	...
	Increase ...	12	7	58·3	3	1	2·8	13	8	61·5
	Decrease ...	...	...	...	...	..	...	...	...	...

Note.—The Middle Standard examination for native girls did not exist in 1884-85.

* Two passed by the Punjab University Standard and five by the Calcutta University Standard.

Chap. VI, 298

Female Education (Natives).

Middle Standard examination for native girls

298. The Middle Standard examination held by the Department is similar in character to the Middle School examination conducted by the University, but is specially adapted to the requirements of girls' schools in accordance with the recommendation of the Educational Conference. It was held for the first time during the past year. With reference to this examination the Inspectress writes as follows:—

> "The new Middle Standard examination for native girls has been warmly received by Managers of schools, and may be expected to increase the number of girls in the Middle departments. The general feeling, that the Middle School examination was beyond reach, left no inducement to keep girls beyond the Upper Primary examination. The lowering of the standard and the exclusion of mathematics and mensuration from the compulsory subjects furnish a goal possible of attainment."

Passes by the Entrance, Middle School and Middle Standard examinations

299. It will be observed that there were on the whole 7 passes in the Entrance examinations and 11 in the Middle School and Middle Standard examinations, against 2 in the Middle School examination of 1884-85.

One girl who passed the Entrance examination of the Calcutta University was supplied by the Alexandra school. The other girls successful in the Entrance examination, and those also who passed the Middle School examination, belonged to the Lady Dufferin Christian girls' school at Lahore.

Candidates for the Middle School examination were supplied also by the Victoria school, the Alexandra school for Christian girls at Amritsar, and the S. P. G. school at Delhi. None of these were successful, though they failed in arithmetic and mensuration only, which are taken together and form a difficult subject for girls.

The results of the Middle Standard examination were very satisfactory. Of the 8 girls who passed, 4 were Muhammadans from the Victoria school; two were Hindús from a school at Dera Isma'íl Khán; one who took up Gurmukhí, but who also knows Urdú, was a Hindú from the Gujarwál District Board school; and one was supplied by the Christian girls' boarding-school at Delhi.

Results of Primary examinations.

300. The table on page 105 shows the results of the Upper and Lower Primary examinations.

It will be seen that the number of candidates successful in the Upper Primary examination has increased five-fold, and the number successful in the Lower Primary examination three-fold since 1884-85. Owing to a change in the school-year and the time fixed for the annual examination, in consequence of the appointment of an Inspectress of Schools, some Districts were this year placed under a great disadvantage. The effect was most apparent in Lahore, where the school-year was reduced to six months, and in Ráwalpindí, where it was reduced by four months. The result was that comparatively few candidates presented themselves, and the number of passes by the Upper Primary standard fell from 27 in 1888-89 to 4 in 1889-90, and by the Lower Primary standard from 150 to 31. If the change in question had not occurred, there can be little doubt that the number of successful candidates in these two Districts would have been at least equal to that of the preceding year, in which case the number of passes by the Upper Primary standard would have been six times as great and that by the Lower Primary standard four times as great as in 1884-85.

PRIMARY EDUCATION—NATIVE GIRLS—RESULTS OF EXAMINATIONS.

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Board schools	1889-90	135	94	69·6
	1884-85	18	16	88·8
	Increase	117	78	...
	Decrease	...	...	19·2
Aided schools	1889-90	81	53	65·4
	1884-85	21	10	47·6
	Increase	60	43	17·8
	Decrease	...	...	...
Unaided schools	1889-90	2	2	100·0
	1884-85	...	...	...
	Increase	2	2	100·0
	Decrease	...	..	...
Total	1889-90	218	149	68·3
	1884-85	39	26	66·6
	Increase	179	123	1·7
	Decrease	...	...	...
Lower Primary Examination.				
Board schools	1889-90	473	278	58·8
	1884-85	141	72	51·0
	Increase	332	206	7·8
	Decrease	...	...	...
Aided schools	1889-90	147	94	63·9
	1884-85	82	46	56·1
	Increase	65	48	7·8
	Decrease	...	...	...
Unaided schools	1889-90	3	1	33·3
	1884-85	...	...	...
	Increase	3	1	33·3
	Decrease	...	...	...
Total	1889-90	623	373	59·9
	1884-85	223	118	52·9
	Increase	400	255	7·0
	Decrease	...	...	...

Chap. VI, 301

Female Education (Natives)

301. Regarding instruction in plain needle-work and embroidery the Inspectress of Schools writes as follows :—

Instruction in needle-work.

"The teaching of plain needle-work remains very unsatisfactory except in the Mission boarding schools, where very perfect work is sometimes produced, especially in the Christian boarding school, Amritsar, and the Baptist Mission school, Delhi. The neatness necessary to good plain needle-work, though capable of being imparted to native girls under careful European supervision, is foreign to their ideas. Various kinds of embroidery are taught, and are popular, being regarded as a means of livelihood. *Kasída* or *phulkári* work is practised everywhere ; but the only really good work I have seen is in Bedí Khem Singh's schools in Ráwalpindí. I hope, by distributing good specimens, to encourage better work in this national art. The obstacles to improvement in needle-work are the incompetence of the teachers, generally superannuated old women, the absence of a good standard, and the expense of providing materials."

Domestic economy.

302. Miss Francis reports, that practical instruction in domestic economy is confined to the Christian boarding schools of the Middle class, where the girls do their own cooking and household work ; and that in day schools little is possible beyond verbal instruction by means of books on hygiene, &c., which are learnt with much apparent interest by girls in Secondary schools. Lálá Piyáre Lál, the Inspector of the Jullundur Circle, states, however, that school girls are taught to cook at home by their mothers ; and that in this branch of the subject some of them attain to great proficiency. As I mentioned last year, an excellent work on domestic economy, hygiene, &c., has been prepared by Mrs. Steel, and has been prescribed for use in the Middle department. The translation of this book at first supplied was not, however, considered satisfactory ; and the Text-Book Committee considered it necessary to arrange for the preparation of another translation. This has caused considerable delay, as it is difficult to render the subject-matter in clear and simple language, that can be readily understood by girls, and the new translation underwent much examination, criticism and correction before it was finally adopted.

Boarding arrangements

303. The five Christian schools and the Aryá Samáj orphanage at Ferozepore are the only boarding schools for girls in the Province. Miss Francis considers, that the arrangements in all are good ; and she specially commends the endeavours that are made in the three Christian schools of the Middle class to preserve the simple and inexpensive habits of native life. In the two High schools, as I have already stated, the arrangements are similar to those which prevail in schools for Europeans.

Conduct of girls and moral instruction.

304. The following extract from the report of the Inspectress, regarding the conduct of the pupils, moral instruction and moral influence, and the effects of education on the girls, who attend school, is full of interest :—

"Nothing is more striking than the docility, industry and good manners of the girls in the higher classes of nearly all schools I have inspected. I would wish especially to mention the Victoria school, the Aryá Samáj orphanage at Ferozepore, and the Gujránwála Board schools among Vernacular schools. Whether formal religious instruction is given or not, the association with teachers of high character, the habits of order and industry, the concentration of the mind on subjects neither frivolous nor harmful, and the seclusion to a considerable extent from injurious influences, do not fail to produce their effect.

"It may be hoped, that when a generation of girls thus brought up are installed as Primary teachers, the same improvement may be seen in the lower classes.

"It is believed and feared by many natives that education will tend to make girls discontented with the seclusion, which must be, at least for some time, the rule of native society. I speak with diffidence from my short

experience, but I have not observed this effect in any degree, nor do I see any necessary connection between habits of study and social 'emancipation.' Educated girls show no less reluctance than others to quit their homes or enter on any new kind of life, such as medical study."

Obstacles to progress of female education.

305. Much attention has been given during the last few years to the improvement of female education. The two great obstacles to progress are the general apathy of the parents and the want of qualified teachers. Time alone can remove the former, though a gradual change in the feelings of the people is perceptible, more especially of course amongst those, who have received an English education. In order to supply efficient teachers, Normal schools were established in former years in certain localities; but it was not possible, under the existing conditions, that these institutions should prove really successful. A Normal school being intended for the professional instruction of persons desiring to become teachers, it is essential, that the students should receive, before admission, a fairly good elementary education, to enable them to profit by the technical training that is ordinarily imparted in such an institution. Candidates for admission to Normal schools for masters must have passed the Middle School examination, for which a three years' course of study is prescribed after the completion of that followed in Primary schools. When these institutions were in their infancy, the standard of general attainments required on admission was not, of course, so high; and it would have been but reasonable to accept at first a lower standard in the case of Normal schools for mistresses. Had it been possible to supply the Female Normal schools with students, who had completed even the Primary course, good results might have been expected; but this was not the case. The girls' and young women in attendance had learnt very little, and sometimes absolutely nothing, before admission. Under these circumstances, technical training was impossible; and the so-called Normal schools were, in fact, Primary schools, with an expensive staff attended to a considerable extent by adults.

Supply of trained teachers by means of Normal schools impossible.

306. Had the Female Normal schools proved successful in training efficient teachers, they would even then have fulfilled in a very imperfect manner the object in view. Young women of this Province are, as a rule, unable or unwilling either to attend a Normal school or to serve as teachers at a distance from their homes; and in cases, where they have been so employed, they have rarely, if ever, succeeded in gaining the confidence of the parents of their pupils. In order, therefore, to train female teachers for the whole Province in Normal schools, it would be necessary to maintain an indefinite number of these institutions, and this, in consequence of the expense and for many other reasons, would be quite impracticable.

Necessity of devising other means for the supply of trained teachers.

307. As it had been found, that qualified candidates for admission to Normal schools were not forthcoming, and that technical training in these institutions was, therefore, impracticable, and as it was also manifest, that women taught in Normal schools could not be made available for employment throughout the Province at large, the conclusion followed, that it was useless to maintain Female Normal schools in the Punjab at present, and that some other method must be devised for the supply of teachers.

Multiplication of Primary schools and of numbers in Infant department undesirable.

308. Experience had shown also, that the multiplication of Primary schools, before efficient teachers can be provided, leads in most cases to failure and disappointment, and that no useful purpose of any kind is served by filling the Infant department with small children, as was done too often with the sole object of swelling the attendance roll. In Aided schools pice were

Chap. VI, 309. Female Education (Natives).

frequently given to induce children to attend, without any regard to their progress, and in Board schools complacent parents lent their infants daily to the Pandit or the Maulaví or the old lady employed as school mistress for a year or two, so that there might be some plausible reason for the payment of a monthly salary.

Former condition of Vernacular schools generally.

309. The condition of Vernacular schools generally was unsatisfactory, few girls advanced beyond the Lower Primary department, and the number who passed even the Lower Primary examination was extremely small. Except in the Christian boarding schools there seemed in fact to be a general absence of life and animation and of all desire for progress.

Measures should be confined to improvement of existing schools and supply of teachers.

310. It was evident under these circumstances, that our efforts should be confined for the next few years, first, to the improvement of existing schools, and, secondly, to the provision of arrangements for the training of teachers; the second measure being contingent on the first, for till the standard of instruction in Vernacular schools and departments should be raised, there could be no students fit for training.

New grant-in-aid rules. Their effect

311. The new grant-in-aid rules for boys' schools, in which provision is made for attendance grants, instruction grants determined by the results of examinations, and staff grants for certificated teachers, have been made applicable to girls' schools, with certain modifications, amongst the most important of which is the award of instruction grants at double the rates allowed in boys' schools. It has been ruled also, that no grants can be allowed, where pice are given to children for attendance irrespective of their progress. The new rules have had a salutary effect, through the necessity they entail of devoting more attention to the employment of efficient teachers, and the quality of the instruction that is imparted. It has, however, been found necessary in most cases to supplement the grants actually earned by the award of special grants. These will be gradually diminished; and it is probable that in the course of a few years they will be required only in exceptional cases and in very backward Districts. That the grants that can be earned under the rules should generally suffice, where the schools are efficiently organised, is proved by the fact reported last year, that a calculation made by Mrs. Steel of the grants, to which the Board schools at Gujránwála would have been entitled, had they been maintained on the footing of Aided schools, showed that the amount was largely in excess of one-half of the expenditure, which constitutes the limit to the grant, which can in any case be actually drawn.

Measures taken for the improvement of schools and their effect.

312. The measures, however, that have produced the greatest effect, are those for the award of scholarships on the results of the Upper and Lower Primary examinations; for the employment when possible, of better teachers in Primary Board schools; and for the improvement of the prospects of such teachers by raising their salaries, which were often very small, and by the payment to them of instruction grants. Both scholars and teachers are now animated by a much stronger desire than formerly to achieve real progress; the parents and friends of the girls evince a much greater interest in their attainments; the teachers have succeeded in many cases in improving their own knowledge, and in other cases more efficient teachers have been employed; and there has been, as we have seen, a large increase in the numbers, who pass the various examinations, and a much better attendance in the Upper Primary and Middle departments, more especially in Vernacular schools; whilst the number of Secondary schools has increased and additional Middle classes are about to be constituted.

Chap. VI, 313.

Female Education (Natives).

313. As already explained, the measures taken were intended to raise the standard of instruction, not to swell the attendance, and in the Infant department the numbers have in some cases decreased. The views of Miss Francis on this subject will be seen from the following extract:—

Rise of numbers in the Upper Primary and Middle department sand decline in the Infant department.

"Generally in comparing the figures of this year with last, there is a considerable decrease in the number of scholars in most Aided schools, including those of several Missions in Amritsar, Lahore, Gujránwála, Ráwalpindí, Jhelum, Karnál, Hoshiárpur, Delhi and Mooltan, and Bedí Khem Singh's schools. The Victoria school, the Lady Dufferin school, and the Scotch Mission school in Siálkot show an increase.

"The decrease does not, however, in my opinion, represent any real decline in female education. The standard every where is rising, the numbers in the Upper Primary and Middle departments are increasing, and the decline is principally in the large numbers of small children, often of the lower classes, who swelled the Infant departments and seldom remained long enough to really benefit by school teaching or discipline."

General progress, and obstacles to its universal spread.

314. The improvement that has been effected, though great, is of course by no means universal. The teachers generally have done their best; and some, as already stated, have striven with success to increase their own knowledge; but many were hopelessly inefficient. Some of these have been replaced by others with better qualifications. It often happens, however, that inefficient teachers possess such local influence, that their removal would be followed by the withdrawal of the girls. Instructions were given to appoint another teacher with higher attainments in such cases, where possible, the old teacher being retained as an assistant, or sometimes as the nominal head of the school, so that the attendance might be maintained. It has been stated by one of the Inspectors, that this measure is viewed with some suspicion by those concerned. It is looked upon probably as a first step towards the removal of the old teachers. In some places it has been carried out with success. It is important that the principle should be steadfastly applied; as it is the only possible method of dealing effectually with such cases. The great difficulty at present is of course to find qualified assistants, but this, it may be hoped, will gradually disappear.

Formation of Normal classes.

315. With the view of supplying trained teachers, it was resolved to encourage the organisation of Normal classes in connexion with Primary and Secondary schools. Regular courses of training have been laid down for girls, who have passed through the Upper Primary and the Middle departments respectively; and corresponding examinations have been prescribed, on passing which, successful candidates will be entitled to receive certificates. Provision has been made also for the award of stipends to qualified students under training, and instruction grants may now be given on account of such students both in Aided and in Board schools. The advantage of this system is, that it can be introduced, wherever a thoroughly efficient head master or mistress, or a highly qualified superintendent of a group of schools, is employed, provided that a few students possessing the necessary attainments and willing to be trained as teachers are forthcoming.

Schools in which Normal classes have been established.

316. Before, however, these classes could be organized, it was necessary that substantial progress should be made in raising the standard of instruction, so that qualified students might be available; and it is satisfactory to find, that this initial difficulty has been, to some extent, overcome, and that Normal classes have been set on foot or are in course of organization in the Victoria school and in two of the Mission schools, and will be established shortly elsewhere. There are also in various schools, and notably

Chap VI, 317. Female Education (Natives).

in the Municipal Board schools at Gujránwála, girls, who have passed the Upper Primary examination, and are now employed as monitors, receiving instruction at the same time in the Middle School course. The Normal classes in the Victoria school are under the immediate supervision of the Inspectress.

Scholars in each District.

317. The following statement shows the number of girls attending schools of all kinds and aided zanána classes in each District :—

No.	Districts.	Number of Girls in							Total.
		High schools.	Middle schools.	Primary schools, District Board.	Primary schools, Municipal Board.	Primary schools, Aided.	Primary schools, Unaided.	Zanána classes, Aided.	
1	Hissár ...	...	...	...	...	...	...	...	..
2	Rohtak ...	...	...	32	93	...	..	...	125
3	Gurgáon ...	...	...	194	...	..	...	115	309
4	Delhi ...	...	105	48	...	153	...	475	781
5	Karnál ...	...	..	...	...	...	...	89	89
6	Umballa ...	...	...	61	...	...	...	...	61
7	Simla ...	...	...	...	...	21	...	...	21
8	Kángra ...	...	...	126	40	37	...	...	203
9	Hoshiárpur ...	...	...	...	...	36	59	...	95
10	Jullundur ...	...	..	416	540	...	..	...	956
11	Ludhiána ...	..	50	184	306	...	...	...	540
12	Ferozepore ...	...	.	89	19	72	...	...	180
13	Mooltan .	...	..	...	...	36	..	...	36
14	Jhang ...	...	...	53	208	...	...	..	261
15	Montgomery ...	...	..	..	18	..	...	..	18
16	Lahore	68	206	..	75	773	...	...	1,122
17	Amritsar ...	71	104	...	870	256			1,301
18	Gurdáspur ...	...	...	...	202	...	...	...	202
19	Siálkot ...	...	...	497	444	80	...	...	1,021
20	Gujrát ...	...	...	49	...	..	...	...	49
21	Gujránwála ...	.		141	285	369	.	...	795
22	Sháhpur ...	...	...	118	75	...	40	.	233
23	Jhelum ..	..	..	45	26	463	...	...	534
24	Ráwalpindí ...	...	..	20	...	659	...	...	679
25	Hazára ...	...	...	.	..	...	..	...	..
26	Pesháwar .	...	..	.	...	82	..	...	82
27	Kohát ..	...	...	..	...	...	...	...	
28	Bannú ...	...	...	...	...	...	...	...	
29	Dera Ismá'íl Khán ..	...	...	...	40	...	..	...	40
30	Dera Ghází Khán ...	...	..	...	..	.	..	...	
31	Muzaffargarh ...	...	...	..	...	...	...	...	...
	Total ...	139	465	2,073	3,241	3,037	99	679	9,733

Chap VI, 318 Female Education (Natives).

It will be observed, that the girls are very unevenly distributed. In the towns of the Punjab the largest numbers of girls are to be found in Amritsar and Lahore, and the largest number, in proportion to the population, in Gujránwála, where one out of every 2·5 girls of school-going age is in attendance. In the towns of Jullundur and Siálkot also there is a good attendance; whilst the District Board schools of the Jullundur and Siálkot Districts contain a larger number of girls than any others in the Province. Delhi is backward in proportion to its wealth and population, as regards the number of girls in public schools; and of these about one-third are Chamárs. There is a considerable number of girls, however, in the zanána classes. Many District Boards have done nothing, and others very little for female education; and the same remark applies to Municipal Committees. It will be observed, that there are no District Board girls' schools in Hoshiárpur, which is a very rich and prosperous District, though the adjacent District of Jullundur contains a considerable number. In this case the Deputy Commissioner has been addressed by order of Government, and directed to move the District Board to take action in the matter. In other cases suggestions have been made in connexion with the District reports of Inspectors of Schools, On the whole, however, I have thought it unadvisable to use much pressure with a view to the establishment of new schools pending the provision of efficient teachers.

Zanána teaching.

318. With regard to zanána classes and home teaching Miss Francis offers the following remarks:—

"Though the system of zanána teaching would seem the best suited to social customs in this country, and though the women appear to like to learn and to make good progress, yet the numbers of pupils in zanánas in Delhi and elsewhere show a decline. The system is necessarily expensive, but in Delhi the pupils of the S. P. G. Mission paid in fees on an average less than eight annas per annum Under these circumstances, the establishment of a system of home education, apart from the missions, does not appear probable. One favourable sign, however, is that some of the pupils of the Victoria school have been able to obtain employment as teachers in the houses of the higher classes in Lahore."

Suggestions for the future

319. It will be desirable, in my opinion, to follow the same policy with regard to female education for the next few years: efforts for the improvement of existing schools should be continued; inefficient teachers should, when possible, be replaced by others or supplied with qualified assistants; and every encouragement should be afforded for the establishment of Middle schools and departments and of Normal classes for the training of girls who have passed the Upper Primary and the Middle School or Middle Standard examinations.

It will, no doubt, be necessary hereafter to organise a general scheme of female education throughout the Province; but for the reasons already stated it is not, I think, desirable to establish any considerable number of schools, until trained women can be supplied to teach in them. It is very probable, however, that the extension of Primary education for girls can be most successfully carried out by the adoption of a system similar to that which has been applied to Aided Indigenous and Elementary schools for boys; but I shall recur to this matter in the Chapter on Private Schools.

Chap. VII. A, 320.

Europeans and Eurasians.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1889-90	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.	1889-90	1884-85.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Murree Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Aided — High	2	3	...	1	1	...	1	..	3	3	...	...
	Aided — Middle	4		4	...	10	2	8	...	14	2	12	...
	Aided — Primary	3	3	...	..	3	11	...	8	6	14	...	8
	Aided — Total	9	6	3	..	14	13	1	...	23	19	4	...
	Unaided — Middle	1		1	...	2	...	2	...	3	..	3	...
	Unaided — Primary	1	...	1	...	...	...	...	..	1	...	1	..
	Unaided — Total	2	...	2	...	2	...	2	...	4	...	4	...
	Total Public Schools	13	8	5	...	18	15	3	...	31	23	8	...
	Private Schools	4	...	4	...	4	2	2	...	8	2	6	...
	Total Public and Private Schools	17	8	9	...	22	17	5	...	39	25	14	...
Number of Scholars in	Sanáwar Asylum	243	301	...	58	214	202	12	...	457	503	...	46
	Murree Asylum	96	86	10	...	72	63	9	...	168	149	19	...
	Aided Schools. — High	179	236	..	57	28	...	28	...	207	236	...	29
	Aided Schools. — Middle	181	...	181	...	507	53	454	...	688	53	635	...
	Aided Schools. — Primary	99	117	...	18	80	485	...	405	179	602	...	423
	Aided Schools. — Total	459	353	106	...	615	538	77	...	1,074	891	183	...
	Unaided Schools. — Middle	25	...	25	...	51	...	51	...	76	...	76	...
	Unaided Schools. — Primary	20	...	20	...	...	...	...	...	20	...	20	...
	Unaided Schools. — Total	45	...	45	...	51	...	51	...	96	...	96	...
	Total Public Schools	843	740	103	...	952	803	149	...	1,795	1,543	252	...
	Private Schools	30	...	30	...	52	66	...	14	82	66	16	...
	Total Public and Private Schools	873	740	133	...	1,004	869	135	..	1,877	1,609	268	...
Scholars in Public Schools in	High stage	68	48	20	..	15	...	15	...	83	48	35	...
	Middle stage	187	130	57	...	220	27	193	...	407	157	250	...
	Total Secondary stage	255	178	77	...	235	27	208	...	409	205	285	...
	Upper Primary stage	240	162	78	..	258	220	38	...	498	382	116	...
	Lower Primary stage	348	400	...	52	459	556	...	97	807	956	...	149
	Total Primary stage	588	562	26	..	717	776	...	59	1,305	1,338	...	33
	Total Secondary and Primary stages	843	740	103	...	952	803	149	...	1,795	1543	252	...

CHAPTER VII.

EDUCATION OF SPECIAL CLASSES.

	Paras.
SECTION A.—EUROPEANS AND EURASIANS.	
Schools and scholars	320—324
Expenditure	325—329
Scholarships	330
Results of examinations ...	331—335
Boarding arrangements	336
Moral conduct and discipline ...	337
The Sanáwar Asylum	338
The Murree Asylum	339
Progress in Aided schools ..	340
Other matters	341 - 345
Private European schools ...	346
SECTION B.—MUHAMMADANS.	
State of education among Hindús, Sikhs & Muhammadans compared	347
State of education among Muhammadans	348
Progress of Muhammadan education	349—351
Efforts made by Muhammadans to improve their educational condition	352
Schools for the special benefit of Muhammadans	353—354
Measures taken by Government for the improvement of Muhammadan education	355
SECTION C.—NATIVE CHIEFS.	
The Aitchison college	356 362
Education of sons of native gentlemen of position...	363
SECTION D.—LOW CASTES.	
Schools for children of—	
Low caste	364
Delhi Circle	365
Jullundur Circle	366
Lahore Circle	367
Ráwalpindí Circle	368
Deraját Circle	369

SECTION A.—EUROPEANS AND EURASIANS.

Statement of schools and scholars.

320. The statement on the opposite page shows the number and distribution of European schools and the scholars attending them.

Reduction of standard in Primary schools since 1884-85.

321. The introduction of the new Code for European schools has caused a considerable change in the classification of these institutions. Formerly Primary schools for Europeans corresponded with those for natives, and contained, like the latter, five classes, whilst the course of instruction was made, as far as possible, complete in itself. The number of classes has now been reduced to four; and there has been a corresponding reduction in the standard, which is now much below that at which the Primary course for native schools is terminated. The Primary course for European schools was, no doubt, open to improvement; but the reduction of standard is, I think, to be regretted. The present course is not in any way complete in itself; and is insufficient for the humblest class of European children. A child who finishes this course may leave school without having even heard of France or America or the British Colonies. Every school, however, in which instruction is given above this standard, must be classed as a Secondary school, though the term is certainly inappropriate, in cases where the education imparted is throughout of the most elementary character.

Increase in the number of schools.

322. The statement shows, on the whole, an increase of 14 schools, of which 4 are aided, 4 unaided, and 6 private schools. The unaided schools prepare children for the public examinations, and the Managers either have applied or intend to apply to have the schools brought on to the grant-in-aid list. The private schools are not open to inspection. Some difficulty is experienced in obtaining statistics of institutions of the latter class.

High schools.

323. There are now two Aided High schools for boys, Bishop Cotton school at Simla and the High school for European boys at Lahore. The Roman Catholic High school at Murree, known as St. Thomas' college, has been abolished owing to the want of funds; though a new Middle school under the same

Chap. VII, A, 324

Europeans and Eurasians.

name and in the same building has since been established under different management. The Auckland House school at Simla, which is a Protestant institution for girls, has been raised to the grade of a High school. The two Asylums also contain students, who have advanced beyond the Middle school course. These consist to a considerable extent, of boys and girls employed as monitors.

Stages of instruction.

324. The increase of numbers in stages of instruction above the Lower Primary is satisfactory; though it is partly due, in the case of the Upper Primary and the Middle departments, to the change of classification above referred to in para. 321.

Statement of expenditure.

325. The comparative statement on page 115 shows the expenditure on maintenance charges and the number and the cost of scholarships.

Indirect expenditure.

326. In the returns prescribed by the Government of India, the indirect expenditure, which includes that incurred on scholarships and school buildings, extraordinary expenditure on furniture, apparatus and school libraries, and charges on account of boarding paid from public funds, is shown separately from the direct expenditure on tuition. Boarding charges not paid from public funds are excluded from the returns. In former years sufficient care was not always shown in discriminating between direct and indirect charges; and the form of returns to be submitted by School Managers, which was issued with the first edition of the European Code, was borrowed from Bengal, and did not secure this object. Revised forms have since been prescribed; and instructions have been issued, that will insure proper discrimination in this matter in future.

Estimated value of services rendered gratuitously and estimated rent of school buildings excluded from the returns.

327. The grant-in-aid of tuitional charges must not exceed half the expenditure on this account. For the purposes of this rule, however, School Managers are allowed to reckon the estimated value of services rendered gratuitously, as in the case of persons belonging to religious orders, who teach in the school; and they may include also the estimated rent of school buildings, towards the construction of which no contribution has been made by Government. Such an arrangement is right and proper; but it was the practice formerly to include these charges in the returns submitted for incorporation in the general tables attached to the Educational report, in which actual expenditure only should be shown. This has been effectually guarded against by the instructions issued with the last edition of the Code.

Separation of boarding fees from tuition fees.

328. Aided schools for boys are always attended by a certain number of day scholars; and the rates of tuition fees are definitely fixed. Girls' schools are often attended exclusively by boarders; and it is more difficult in such cases to determine how much of the income from fees should be assigned to tuition and how much to boarding. Where a consolidated fee is charged, the division is more or less arbitrary. If there are no day scholars, the matter can be determined either by a consideration of the rates of tuition fees, that prevail in other schools of similar standing, or by a division of the consolidated fee in proportion to the total expenditure on account of tuition and boarding charges respectively. The latter plan is followed at Sanáwar. The Inspector of European Schools is expected to take care, that the division is made in as satisfactory a manner as possible. Formerly an undue proportion of the fees was often assigned to tuition.

Increase and decrease of expenditure from different sources in various classes of schools.

329. The large reduction in expenditure shown in the statement must be ascribed to the causes explained in the three preceding paragraphs. In the case of the Sanáwar Asylum, the staff of

STATEMENT OF EXPENDITURE.

		In Boys' Schools.				In Girls' Schools.				Total.			
		1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.
Establishment and Contingencies.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Sanawar Asylum	Imperial Revenues	14,177	19,479	..	5,302	5,115	13,783	..	8,668	19,292	33,262	...	13,970
	Fees	1,095	2,956	...	1,861	274	801	...	527	1,369	3,757	...	2,388
	Other sources ..	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	15,272	22,435	...	7,163	5,389	14,584	...	9,195	20,661	37,019	...	16,358
Murree Asylum.	Provincial Revenues	6,865	11,299	...	4,434	4,992	7,011	...	2,019	11,857	18,310	...	6,453
	Fees	...	...	...	...	...	...	...	..	...	.	...	...
	Other sources ..	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	6,865	11,299	...	4,434	4,992	7,011	...	2,019	11,857	18,310	...	6,453
Aided High Schools.	Provincial Revenues	9,390	12,850	...	3,460	2,416	...	2,416	..	11,806	12,850	...	1,044
	Municipal Funds ...		360	...	360	.	...	...	...	...	360	...	360
	Fees	14,844	17,739	...	2,895	1,326	...	1,326	...	16,170	17,739	...	1,569
	Other sources ..	1,670	12,122	...	10,452	1,356	...	1,356	...	3,026	12,122	...	9,096
	Total .	25,904	43,071	...	17,167	5,098	...	5,098	...	31,002	43,071	...	12,069
Aided Middle Schools.	Provincial Revenues	5,634	...	5,634	...	19,181	7,200	11,981	..	24,815	7,200	17,615	..
	Fees	4,713	...	4,713	...	12,534	8,780	3,754	...	17,247	8,780	8,467	...
	Other sources ..	4,614	...	4,614	...	5,088	200	4,888	...	9,702	200	9,502	...
	Total ...	14,961	...	14,961	...	36,803	16,180	20,623	...	51,764	16,180	35,584	...
Aided Primary Schools.	Provincial Revenues	1,138	5,220	...	4,082	1,788	20,253	..	18,465	2,926	25,473	...	22,547
	Municipal Funds ..	.	300	...	300	..	490	..	490	...	790	...	790
	Fees	1,472	3,245	..	1,773	983	17,636	...	16,653	2,455	20,881	...	18,426
	Other sources ...	3,264	786	2,478	...	724	20,477	...	19,753	3,988	21,263	...	17,275
	Total ...	5,874	9,551	...	3,677	3,495	58,856	...	55,361	9,369	68,407	...	59,038
Total Aided Schools.	Provincial Revenues	16,162	18,070	...	1,908	23,385	27,453	...	4,068	39,547	45,523	...	5,976
	Municipal Funds ...	...	660	...	660	..	490	...	490	...	1,150	...	1,150
	Fees	21,029	20,984	45	.	14,843	26,416	...	11,573	35,872	47,400	...	11,528
	Other sources ...	9,548	12,908	..	3,360	7,168	20,677	...	13,509	16,716	33,585	...	16,869
	Total ...	46,739	52,622	...	5,883	45,396	75,036	...	29,640	92,135	1,27,658	...	35,523
Unaided Middle Schools.	Fees ...	2,835		2,835	..	3,204	...	3,204	...	6,039	...	6,039	..
	Other sources ..	3,439	...	3,439	...	446	..	446	...	3,885	..	3,885	...
	Total	6,274	...	6,274	...	3,650	...	3,650	...	9,924	...	9,924	...
Unaided Primary Schools.	Other sources .	306	...	306	...	...	...	..	...	306	...	306	...
	Total ..	306	...	306	..	..	..	...	...	306	..	306	...
Total Unaided Schools.	Fees	2,835	...	2,835	...	3,204	.	3,204	..	6,039	...	6,039	...
	Other sources ..	3,745	...	3,745	...	446	..	446	..	4,191	...	4,191	...
	Total ...	6,580	...	6,580	..	3,650	...	3,650	..	10,230	...	10,230	...
Total Public Schools.	Imperial Revenues	14,177	19,479	...	5,302	5,115	13,783	...	8,668	19,292	33,262	...	13,970
	Provincial Revenues	23,027	29,369	...	6,342	28,377	34,464	...	6,087	51,404	63,833	...	12,429
	Municipal Funds ..	..	660	...	660	...	490	...	490	...	1,150	...	1,150
	Fees	24,959	23,940	1,019	..	18,321	27,217	...	8,896	43,280	51,157	...	7,877
	Other sources ...	13,293	12,908	385	.	7,614	20,677	...	13,063	20,907	33,585	...	12,678
	Total	75,456	86,356	...	10,900	59,427	96,631	...	37,204	1,34,883	1,82,987	...	48,104
Scholarships.													
Number of Government scholarships		18	...	18	..	7	...	7	...	25	...	25	...
Number of other scholarships ...		2	...	2	..	..	..	...	...	2	...	2	...
Expenditure from ...	Provincial Revenues	864	..	864	...	385	..	385	..	1,249		1,249	...
	Other sources ...	100	...	100	...	...	.	...	...	100	...	100	..
	Total ..	964	...	964	...	385	...	385	...	1,349	...	1,349	...

Chap. VII. A, 330.

Europeans and Eurasians.

the girls' school has been slightly reduced; but the decrease shown in the return is mainly due to a readjustment of the returns of direct and indirect expenditure. On the whole, the expenditure, exclusive of that incurred on buildings, has increased by more than Rs. 11,000, owing apparently to the introduction of a somewhat more expensive scale of diet, in accordance with the recommendations of a Committee by whom the subject was considered.

The reduction in the direct expenditure from Provincial revenues shown in the statement on the Murree Asylum and on Aided schools, is balanced by an expenditure exceeding Rs. 13,500 on boarding grants to these institutions. In Aided schools for boys the tuition fees show on the whole no reduction, whilst there is a great reduction in girls' schools. This must be attributed in a large measure, if not entirely, to a more careful discrimination between boarding fees and fees for tuition. The reduction of expenditure from "other sources," in the case of Aided schools for boys, is due to the abolition of St. Thomas' college, to which reference has been made above in para. 323. This institution was furnished with a somewhat expensive staff, especially when the estimated value of services gratuitously rendered was reckoned as a part of the expenditure. In Middle and Primary schools for boys the expenditure from "other sources" has increased. It is in girls' schools that a really large decrease in expenditure from other sources is shown. This is accounted for partly by a redistribution of the charges for tuition and boarding, and partly by the exclusion from the returns of the estimated value of services gratuitously rendered; as it is in girls' schools that the Managers experienced the greatest difficulty in distinguishing between direct and indirect expenditure; and it is in these institutions also, that instruction is given to a large extent by members of religious bodies, whose services involve no charges beyond those incurred on the food and clothing of the sisters.

Scholarships

330. Ten Middle school and six High school scholarships are offered annually for competition amongst students of European schools. The third annual examination was held in December last, when three High and ten Middle school scholarships were awarded; and the High school at Lahore, the Lawrence Memorial Asylum at Murree, and the Mayo Orphanage for girls particularly distinguished themselves.

Statement of results of examinations.

331. The table on the opposite page shows the results of the Entrance examination of the Calcutta University, the Final Standard examination, the Inspector's examinations by the 7th, 4th and 2nd standards, and the Middle and Primary Standard examinations.

Nature of the Standard examinations

332. The Final Standard examination is a written examination conducted by the Department as prescribed by the Government of India, who consider that it conduces to a sounder and more practical education for Europeans than the Calcutta Entrance examination. Students of the Middle and Primary departments of European schools are examined, by seven standards, at the time of the annual inspection. Those who have completed the Middle school course present themselves for the seventh standard, those who have completed the Upper Primary course for the fourth, and those who have completed the Lower Primary course for the second standard. As marking the completion of these courses, therefore, the Inspector's examination by the seventh, fourth and second standards corresponds with the Middle school, the Upper Primary and the Lower Primary examinations, to which boys of European schools were formerly subjected, and for which students of native schools still present themselves.

RESULTS OF EXAMINATIONS.

			Number of Candidates.				Number of Passes.				Percentage of Passes on number of Candidates.			
			1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.
Entrance Examination—Boys		...	17	12	5	...	10	6	4	...	58·8	50	8·8	..
Final Standard Examination—Girls		...	1	...	1	...	...	...	...	.	...	...	.	...
Standard VII.	Boys — Sanáwar Asylum	...	2	7	...	5	1	5	...	4	50·	71·4	...	21·4
	Boys — Murree Asylum	...	10	1	9	...	7	1	6	...	70·	100·	...	30
	Boys — Aided Schools	...	23	17	6	...	20	14	6	...	86·9	82·3	4·6	...
	Boys — Total	...	35	25	10	...	28	20	8	...	80·	80·	...	...
	Girls — Sanáwar Asylum	..	7	..	7	...	3		3	..	42·8	...	42·8	...
	Girls — Murree Asylum	...	7	...	7	...	4	..	4	...	57·1	...	57·1	...
	Girls — Aided Schools	...	19	5	14	..	13	3	10	...	68·4	60·	8·4	...
	Girls — Total	..	33	5	28	...	20	3	17	...	60·6	60·	·6	.
Standard IV.	Boys — Sanáwar Asylum	..	38	20	18	...	21	16	5	.	55·2	80·	...	24·8
	Boys — Murree Asylum	...	16	...	16	...	10	...	10	.	62·5	.	62·5	...
	Boys — Aided Schools	...	67	(a) 53	14	..	41	43	..	2	61·1	81·1	...	0·
	Boys — Total	...	121	(a) 73	48	...	72	59	13	...	59·5	80·8	...	21·3
	Girls — Sanáwar Asylum	...	26	13	13	...	14	12	6	..	69·2	92·3	...	23·1
	Girls — Murree Asylum	...	8	...	8	...		...	4	...	50·	..	50·	...
	Girls — Aided Schools	...	87	44	43	...	49	27	22	...	56·3	61·3	...	5·
	Girls — Total	..	121	57	64	...	71	39	32	...	59·1	68·4	..	9·3
Standard II.	Boys — Sanáwar Asylum	...	34	29	5	..	15	24	...	9	44·1	82·7	..	38·6
	Boys — Murree Asylum	...	14	...	14	...	12	..	12	..	85·7	...	85·7	...
	Boys — Aided Schools	...	61	98	...	37	41	61	...	20	67·	62·2	5·	...
	Boys — Total	...	109	127	...	18	68	85	...	17	62·3	66·9	...	4·6
	Girls — Sanáwar Asylum	...	15	18	...	3	12	15	...	3	80·	83·3	..	3·3
	Girls — Murree Asylum	...	9	..	9	..	5	...	5	...	55·5	...	55·5	...
	Girls — Aided Schools	...	86	96	...	10	48	52	...	4	55·8	54·1	1·7	...
	Girls — Total	...	10	114	...	4	65	67	...	2	59·0	58·7	·3	...
Scholarship Examinations. Middle Standard Examination.	Boys — Sanáwar Asylum	...	...	.	..	...	...	...	...	...	...	...	...	...
	Boys — Murree Asylum	...	9	...	9	...	8	...	8	...	88·8	...	88·8	...
	Boys — Aided Schools	...	10	...	10	...	8	...	8	...	80·	...	80·	...
	Boys — Total	...	19	...	19	...	16	...	16	...	84·2	...	84·2	...
	Girls — Sanáwar Asylum	...	...	...	...	...	...	...	...	...	...	...	...	...
	Girls — Murree Asylum	...	6	...	6	...	3	...	3	...	50·	...	50·	...
	Girls — Aided Schools	...	6	...	6	...	3	...	3	...	50·	...	50·	...
	Girls — Total	...	12	...	12	...	6	...	6	...	50·	...	50·	...
Primary Standard Examination.	Boys — Sanáwar Asylum	...	...	...	...	...	...	...	...	...	...	...	...	...
	Boys — Murree Asylum	...	16	...	16	...	15	...	15	...	93·7	...	93·7	...
	Boys — Aided Schools	...	24	...	24	...	16	...	16	...	66·6	...	66·6	...
	Boys — Total	...	40	...	40	...	31	...	31	...	77·5	..	77·5	...
	Girls — Sanáwar Asylum	...	...	..	...	...	...	...	...	...	...	...	...	...
	Girls — Murree Asylum	...	4	...	4	...	3	...	3	...	75·	...	75·	...
	Girls — Aided Schools	...	19	...	19	...	14	...	14	...	73·6	...	73·6	...
	Girls — Total	...	23	...	23	...	17	...	17	...	73·9	...	73·9	...

(a). This number exceeds by thirteen the figure shown in the returns for 1884-85, owing to an error in the original statement of results of Primary School examinations of European schools received from the Inspector.

Chap. VII, A. 333

Europeans and Eurasians

The examination by the seventh, fourth, second and other existing standards had not been introduced in 1884-85, and the results shown in the statement for that year are those of the Middle School, Upper Primary and Lower Primary examinations. The present Middle standard and Primary standard examinations are those by which the award of scholarships are determined. They are written examinations, and are open to all students, who have passed in certain subjects by the seventh and fourth standards respectively, at the time of the annual inspection. Certificates are awarded to all who pass these examinations. To obtain a scholarship, a higher percentage of marks is necessary than that required for a mere pass, and the candidate must be below a certain age.

Results of examinations.

333. Good progress is shown in the High and Middle departments; as the results of the Entrance examination and the examination by the seventh standard were very satisfactory in the case of boys' schools, and will bear a favourable comparison with those of 1884-85; whilst there has been a very large increase in the number of girls successful in the latter examination.

The results of the Inspector's examination by the fourth and second standards do not show much progress on the whole, when the reduction, that has been made in the attainments demanded in the Upper and Lower Primary stages, is taken into consideration; though there is a satisfactory increase in the number of girls who passed the former examination. A very large percentage of the candidates presented for the Middle and Primary standard examinations succeeded in passing; but these must have consisted chiefly of picked students.

Schools which have specially distinguished themselves in the examinations.

334. Bishop Cotton school presented one successful candidate for the First Arts examination of the Calcutta University, and achieved great success in the Entrance examination, five students having passed in the first and four in the second division, out of fifteen who presented themselves. In the Middle and Primary standard examinations, the Lawrence Memorial Asylum at Murree was conspicuous both for the number of candidates, who presented themselves, and the proportion of passes. The Sanáwar Asylum has not yet presented candidates for those examinations, owing, as I understand from the Principal, to some misconception on his part as to the eligibility of the wards of the institution to hold Government scholarships. He states, however, that he hopes to send up candidates for the ensuing examinations.

Recognition of the Final Standard examination.

335. The Inspector deplores the unpopularity of the Final Standard examination, for which there was last year but one candidate, who was sent up from a female school; and he recommends, that, with the view of inducing the Managers of boys' schools to prepare candidates for this examination, the attention of all heads of offices should be drawn to the Resolution of the Government of India issued in 1885, in which it was ruled, that in making appointments to the public service, when the choice lay between passed students of European schools, preference should be given to those, who had passed the Final Standard examination; and that in other cases this standard should be recognised as equivalent to the Entrance examination. In the rules laid down for admission to the public service in the Punjab, the Final Standard examination is recognised as equivalent to the Entrance examination, and the Punjab University has been requested to recognise the Final Standard examination as equivalent to the Entrance examination, where the passing of the latter examination is a necessary condition for admission to any of the other examinations

of the Punjab University. It does not appear to me to be necessary to take any further action at present. The unpopularity of the Final Standard examination is not confined to the Punjab. In Bengal and elsewhere it cannot compete with the Entrance examination; and it is partly in consequence of the fact of so few candidates presenting themselves, that the Government of India have pressed on the different Universities the expediency of introducing examinations alternative with the ordinary Entrance examination and of a more practical character. It will be well, I think, to await the result of the action taken by the Universities in this matter, before endeavouring to put pressure on Managers of Aided schools, with the view of inducing them to change the curriculum at present followed, and to substitute that required for the Final Standard examination in its place.

Boarding arrangements.

336. The boarding houses attached to European schools are reported to be in good order. The standard of comfort varies of course, to some extent, in accordance with the status of the school and the social condition of the pupils; but the Inspector reports that in every case, during the last school year, he found the accommodation ample, the sanitation good, and the general arrangements creditable to the managing authorities.

Moral conduct and discipline

337. The Inspector repeats the statement contained in his report for the previous year, that the conduct of the students has given rise to no complaints; and he expresses his belief that discipline is properly maintained, and that moral and religious instruction is conveyed in a satisfactory manner.

The Lawrence Military Asylum, Sanáwar.

338. In the Lawrence Military Asylum, there has been a difficulty in finding advanced students in the boys' school willing to serve as pupil teachers, owing apparently to the attractions of the Telegraph class and similar causes. The standard of instruction seems, on the whole, to be much on a par with that of 1884-85. The statement at the head of the chapter shows, that the number of wards at the close of last year was somewhat less than at the end of 1884-85. Whilst the statement shows a reduction in the direct charges on tuition, owing mainly to a change in the method of computation, the total expenditure has increased, as explained above in para. 330. The following extracts are from the Inspector's report:—

"An important feature in the Sanáwar Asylum is the technical education introduced in the boys' department. The following was the strength of the technical classes at the time of inspection:—

The Band contained	49	boys.
Telegraph class	24	,,
Carpentry class	11	,,
Boot-making class	3	,,
Printing	1	,,

"The Telegraph class is doing well, there being no difficulty in finding employment for boys who leave the Asylum. The Band has maintained its reputation. Its members are in request by Band Masters of British Regiments. The Carpentry class was making good progress. There were three boys learning shoe-making, when I visited the Asylum in August. All the boys and girls are regularly drilled, and the boys are taught gymnastics. Lastly, the girls are brought up to be useful women, and some excel in domestic work.

"Measures were sanctioned for the organization of classes for pupil teachers; but, so far as I know, it has not yet been found practicable to carry them out.

"The general health of the children for the past school year has been very good, and their condition as regards bodily nutrition continues to be satisfactory. From the remarks of the Surgeon in charge, I found that the clothing of the children was good and suitable to the seasons, but that the bathing and lavatory accommodation was unsuitable. The outward appearance of the Asylum was excellent."

Chap VII. A, 339.

Europeans and Eurasians.

Lawrence Memorial Asylum, Murree

339. In the Lawrence Memorial Asylum at Murree, the number of students has increased. The total expenditure also has increased slightly, though that entered in the statement shows a reduction, in consequence of a change in the adjustment of charges assigned to direct expenditure on tuition. The results of the Inspector's examination were satisfactory. The following extracts are from the report of that officer :—

"Not less conspicuous is the success attained by this institution in the Departmental Middle and Primary Standard examinations held in December 1889. For the former 15 candidates were sent up (out of 31 from the whole Province) and 11 passed; and for the latter examination 20 (out of 73 in the Province). Of these twenty, 18 were successful."

* * * * *

"The general management of the institution continues excellent. The discipline and organisation in the schools were all that could be wished. The food and clothing of the boys and girls were abundant and good. The premises had been kept scrupulously clean and in order, and the class rooms had a sufficiency of furniture and appliances. The dormitories and lavatories were satisfactory in every respect. About a dozen boys were taught carpentry, and had made good progress. Both boys and girls were properly drilled, and the girls showed again that they had kept up their reputation for needle-work and household management."

Progress in Aided schools.

340. In Aided schools the number of students on the rolls has increased by 20 per cent. The results of examinations show great improvement in the Secondary departments; but in Primary departments they are not equal to those of 1884-85, except in the case of the examination by the fourth standard in girls' schools. The Inspector considers, that on the whole, slow but fair progress has been made.

Disadvantages under which many of the schools are labouring.

341. Dr. Stulpnagel reiterates his remarks of the previous year regarding the disadvantages, to which many of the schools, and more especially those situated in the plains, are subjected. Something has been done to improve the capacity of schools in the plains for earning grants, by a change in the time fixed for the annual inspection, and a relaxation of the rules regarding the number of attendances, that are required to enable a scholar to earn an instruction grant. Experience had shown that these changes were desirable; and the Inspector states that the concession made with regard to the number of attendances has been much appreciated. The disadvantages referred to are ascribed to the following causes :—

(1). Irregular attendance, children being allowed by their parents to absent themselves from school without sufficient cause.

(2). Neglect to send children to school or to give them instruction at home, until the proper age for elementary instruction has passed.

(3). The migratory character of many pupils, owing to the transfer of their parents from one station to another.

(4). The inferior physique of many of the boys and girls in schools in the plains.

Remarks as to the system of payment by results.

342. The Inspector expresses the opinion, that the system of payment by results presses hardly on many schools, referring, as I understand, to those which suffer more especially from the drawbacks enumerated in the preceding paragraph. There can be no doubt, that these weigh heavily in many cases. The migratory character of the pupils is due to the circum-

stances of the Province; and this is an evil with which we cannot deal, though the change recently made with regard to 'attendances' mitigates its effect, so far as eligibility for instruction grants is concerned. Nothing can be done to improve the physique of the children, beyond the encouragement of drill and gymnastic exercises, for which provision exists in the Code. The main evils are due to the carelessness and the foolishness of parents. If children are withheld from school or allowed to attend irregularly, the efficiency of the schools must suffer; and there can be no doubt, that it would in such cases entail less trouble on the Managers, if liberal grants were given without regard to efficiency; though it does not follow that this would conduce to the better education of the children, which is the main point to consider. Dr. Stulpnagel advocates a Conference of Inspectors of European Schools of different Provinces to discuss the matter. The Code as a whole is no doubt susceptible of improvement; but it has been in force for a few years only; and the Government of India does not consider that the time has yet come to remodel it; whilst no change that could be suggested in the Code would really solve this particular difficulty.

The only effectual remedy for the neglect of parents to fulfil their duty towards their children, as regards the question under consideration, is the introduction of compulsory education. If all parents, or all those employed in Government Departments, were compelled to send their children regularly to school, the children would be better educated, and it is probable that few schools would fail to earn an adequate grant. Such a measure will no doubt be adopted sooner or later. Meantime a certain sum is earned in every case and can be claimed as a right; and a special grant may always be given in addition, if Government can be convinced, that there are adequate grounds for such an indulgence. The *onus probandi* rests, however, with the School Managers. Where fixed grants are given, there is not the same incentive to overcome difficulties; and, however inefficient a school may be, it is, as experience has shown, a very difficult and invidious task to effect a reduction.

Percentages of expenditure in Aided schools and the difficulty experienced by them in raising private subscriptions

343. At present 43 per cent. of the direct expenditure on Aided schools is paid by Government and additional grants are paid for boarders, which may reach in the case of orphans and destitute children the very liberal rate of Rs. 5 per mensem for each child. The tuition fees amount to 39 per cent. on the total direct expenditure; and the amount paid from other sources, that is, from subscriptions, endowments, and in some cases railway grants, to 18 per cent. only. The reduction in the rate of exchange has made it difficult for the majority of those, whose children are educated in England, to meet the necessary expenditure on this account; and they are therefore less ready than was the case some years ago, to subscribe for the education of other people's children. This, no doubt, has added materially to the difficulty experienced in raising an income sufficient to cover the expenditure, more especially where the schools are small and the parents apathetic; but the difficulty cannot be removed by any modifications in the rules laid down in the Code.

Results system in England

344. It is sometimes asserted, that the system of payment by results is condemned as unsatisfactory even in England; and that it must therefore be bad policy to maintain it in India. It is true that an influential party at home now desire a change. The fact remains, however, that before the introduction of this system, England was one of the most backward

Chap VII. A, 345

Europeans and Eurasians

countries in Europe, as regards the education of the masses; and the rapid progress that has since been made is probably without a parallel elsewhere. Whether or not the system is the best, that could be devised, for the present condition of popular education in England, it has served its purpose, and has been instrumental in effecting a great improvement; and it may be hoped that similar results will follow its introduction in this country.

Precarious condition of schools in the Punjab and their unfitness for fixed grants.

345. Under the Code for European Schools in the Bengal Presidency, power has been given to Local Governments to place schools, whose permanent character is established, on a special list, and to allow them fixed annual grants for a term of years, in place of those which may be earned under the ordinary rules. In the Punjab, the existence of most European schools is more or less precarious, and all are subject to great fluctuations in the standard of efficiency. So long as this state of things continues, it would not, I think, be a wise measure to withdraw the stimulus to exertion, afforded by the system of payment by results, for which no adequate substitute has yet been suggested, unless it were determined to adopt the Continental system and assume the responsibility of managing the schools. This would be, however, directly contrary to the declared policy of Government and for many reasons undesirable.

Private and unaided schools

346. The following remarks regarding private and unaided schools are taken from the Inspector's report:—

"I have endeavoured to ascertain the number of private European schools in the Punjab, but all I have been able to find out was, that eight such institutions existed on the 31st March 1890, four for boys and four for girls. Of the former, two schools are deserving of note, as they are returned as being of the upper grade; one is under the management of the Rev. G. W. Tomkins, formerly a master in Bishop Cotton school, and the other under that of Colonel James, R. A. Both are situated in Simla. There is also a middle grade school at Simla managed by the Presbyterian Minister, who has applied that the school be placed on the list of Aided institutions. All the other private schools are of the Primary grade, and all subject to fluctuations. The total number of pupils in private schools is 82, which gives an average of a little more than ten scholars for each school.

"Of the Unaided schools, I need not mention anything except that they are schools or departments of schools not yet recognized by the Education Department, but desirous of being admitted under the rules, like the Siálkot Convent school."

SECTION B.—MUHAMMADANS.

State of education among Hindús, Sikhs and Muhammadans compared.

347. The table on page 123 shows the numbers of Hindús, Sikhs and Muhammadans attending public and private schools, and the numbers in different stages of instruction at the end of last year and at the close of 1884-85.

State of education among Muhammadans.

348. The backward condition of Muhammadans, as regards higher education, is due mainly to the fact, that they held aloof until recently from the study of English, and that the more highly paid appointments in the public service, for which a knowledge of that language is generally required, were in consequence conferred chiefly on Hindús. Year by year the proportion of appointments, for which a knowledge of English is held to be essential, continued to increase, whilst the number of those, to which any but the lowest salaries are attached, that can be held by men, who have received a purely Oriental education, constantly tended to diminish; and hence, as time went on, the inferior position of Muhammadans employed in the service of Government became more and more evident. Of late years the Muhammadan community have fully realized the mistake, which they made in the past, and have

TABLE SHOWING THE NUMBER OF HINDUS, SIKHS AND MUHAMMADANS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS. Chap. VII, B. 347. Muhammadans.

	Hindús.				Sikhs.				Muhammadans.			
	1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.
SCHOLARS IN INSTITUTIONS FOR MALES.												
Arts colleges, English ...	226	164	62		31	18	13	...	92	37	55	..
Oriental college ..	25	50	...	25	6	2	4	...	50	67	.	17
Medical college	66	..	66	...	5		5	...	15	...	15	...
In Secondary stage. { Anglo-Vernacular	4,882	3,309	1,573	...	694	464	230	...	2,210	1,304	906	...
In Secondary stage. { Vernacular ...	2,179	1,966	213	...	517	406	111	.	1,121	1,247	...	126
In Primary stage	57,143	57,906	...	763	11,575	9,801	1,774	..	47,261	43,042	4,219	...
In Training schools	184	136	48	...	21	20	1	...	110	104	6	...
In School of Art	21	18	3	...	27	21	6	...	48	44	4	...
In Law school	44	43	1	...	2	6	...	4	8	17	...	
In Medical school	93	109	..	16	21	15	6	...	73	50	23	...
In Industrial schools ..	27	7	20	...	98	2	96	...	232	69	163	...
In other special schools ...	14	8	6	...	11	7	4	...	65	45	20	...
Total Public Institutions...	64,906	63,716	1,190	...	13,008	(a) 10,762	2,246	...	51,285	(a) 46,026	5,259	...
Scholars at Private schools...	22,195	21,941	254	...	5,508	6,759	...	1,251	76,785	102,135	...	25,350
Total scholars at Institutions of all kinds ...	87,101	85,657	1,444	...	18,516	(a) 17,521	995	...	128,070	(a) 148,161	...	20,091
Percentage on boys of school-going age of—												
Scholars in Secondary stage of Anglo-Vernacular schools	·83	·56	·27	...	·72	·48	·24	...	·26	·15	·11	...
Scholars attending Public institutions	11·14	10·93	·21	...	13·56	11·22	2·34	...	6·06	5·44	·62	...
Scholars attending Institutions of all kinds	14·95	...	...	...	19·30	...	...	...	15·14	.	...	...
SCHOLARS IN INSTITUTIONS FOR FEMALES.												
In Secondary stage. { Anglo-Vernacular	1	...	1	...	...	..	...	...	...	...	...	...
In Secondary stage. { Vernacular ...	20	...	20	...	16	...	16	...	17	3	14	...
In Primary stage	3,575	3,557	18	...	1,435	1,579	...	144	3,656	3,808	...	152
In Training schools	...	52	...	52	...	39	...	39	..	37	...	37
In Industrial schools ...	...	...	...	...	..	...	...	..	...	15	...	15
Total at Public schools ...	3,596	3,609	..	13	1,451	1,618	...	167	3,673	3,863	.	190
Scholars at Private schools ...	1,027	442	585	...	197	133	64	...	8,024	4,317	3,707	...
Total scholars at schools of all kinds	4,623	4,051	572	...	1,648	1,751	...	103	11,697	8,180	3,517	...
Percentage on girls of school-going age of—												
Scholars attending Public schools	·73	·74	...	·01	2·00	2·24	...	·24	·50	·58	...	·08
Scholars attending schools of all kinds	·95	...	...	...	2·28	.	...	...	1·59	...	...	...

(a). There were 92 Muhammadans and one Sikh in the Mooltan Church Mission school for boys at the close of 1884-85. These figures seem to have been erroneously inserted in the annual tables for that year as one Muhammadan and 92 Sikhs. Hence the difference as compared with the figures shown in the annual tables for that year.

NOTE.—The percentages in this statement are calculated, as recently ordered by the Government of India, on the population shown in the Census of 1881, children of school-going age being taken at 15 per cent. In the reports of previous years a different system was followed.

Chap VII, B, 349. Muhammadans.

manfully striven to retrieve it. Their efforts in this direction have, moreover, been assisted and encouraged by Government. The task, however, is by no means an easy one; as the comparative poverty, to which a large section of the most intelligent classes have been reduced by their former apathy in this matter, renders it impossible for them, in many cases, to bear the expense of maintaining their children at High schools and colleges and defraying the cost of their education, which is now much higher than it used to be a few years ago.

One other disadvantage is due to the practice, that largely prevails amongst Muhammadans, of teaching a portion of the Qurán to children before their secular education begins. Several years are often expended in this manner, and Musalmán boys, who are subjected to such a system, are necessarily backward as compared with those of other creeds, who are sent to public schools at an early age. This difficulty may be met either by the establishment of elementary Muhammadan schools, where secular is combined with religious instruction, or by arranging, in concert with Local Bodies, for the religious instruction of boys attending Board schools. Special provision has been made in the Code to admit of the latter arrangement, in accordance with the wishes expressed on the subject by native gentlemen; but as yet, I believe, it has not been taken advantage of.

Progress of Muhammadan education.

349. Compared with the numbers previously on the rolls, the attendance of Muhammadan boys in the Secondary departments of Anglo-Vernacular schools has increased in a much larger proportion than that of Hindús and Sikhs; and this has been the case to a still greater extent in Arts colleges, where the number of Muhammadan students is considerably more than double what it was five years ago. In neither case is the actual increase of numbers so large as that which has taken place amongst Hindús; but this could hardly be otherwise under the circumstances, as the increase in each case is more or less dependent on the number of boys learning English in a lower stage. In the Primary stage, the very considerable increase that has taken place is confined to Muhammadans and Sikhs. In public institutions of all kinds for males taken together, the largest increase is amongst Muhammadans, the largest in proportion to the numbers previously on the rolls, amongst Sikhs. A large reduction is shown in the number of private institutions, in consequence of the fact already mentioned, that in accordance with a recommendation of the Educational Conference, schools with less than six scholars are no longer recognized by the Department. The reduction consequent on this change has chiefly affected the number of Qurán schools for Muhammadans, that find a place in our returns. The reduction in the number of boys attending private schools is considerably less than would at first sight appear from the statement, as the pupils shown in attendance at private schools for boys in 1884-85 included 13,500 girls, whilst the number of boys attending girls' schools was below 700. The details of the sects to which these girls belonged are not available; though the great majority appear to have been Muhammadans receiving instruction in the Qurán in the private houses of Mullás, who taught the same subject to boys in the mosques. Under these circumstances, the percentages of boys and girls of school-going age attending "institutions of all kinds" in 1884-85 have been left blank. In returns for subsequent years such girls are shown as attending separate schools. In the returns for last year the numbers of girls included in boys' schools and of boys included in girls' schools are insignificant; they nearly balance each other, and do not materially affect the general results.

Chap VII B, 350

Muhammadans

350. Comparing the percentages of boys attending school on the total number of a school-going age, we find that the Muhammadan boys in the Secondary departments of Anglo-Vernacular schools are less than one-third, and those in public schools of all kinds about one-half the number that would be required to place them on a level with other sections of the community. In public and private institutions, taken together, the percentage of Muhammadans is higher than that of Hindús, owing to the large number of boys attending schools where the Qurán is taught by rote. The majority of such boys, however, learn neither to read nor to write, except in cases, where they subsequently join a public school.

Percentage of Muhammadan boys at school compared with other sections of the community.

351. The small reduction in the number of girls attending public schools is due, as I have explained in previous chapters, to the transfer to the list of private schools of certain zanána classes that are in receipt of aid from Government. The increase shown in the case of private schools is due to the cause explained above in paragraph 349. If we take into consideration the girls included in the returns of boys' schools in 1884-85, the figures will show a large reduction. It will be observed that the percentage of Muhammadan girls of a school-going age attending public schools is a little over two-thirds of the percentage of Hindús, and one-fourth that of Sikhs. In public and private schools, taken together, owing mainly to the large number of girls who learn the Qurán by rote, the percentage of Muhammadans is very much higher than that of Hindús, though considerably below the percentage of Sikhs.

Percentage of Muhammadan girls at schools compared with other sections of society

352. Muhammadan gentlemen and Muhammadan societies have done much of late years for the encouragement of education amongst the members of their creed by organising committees and holding meetings with the view of drawing public attention to the subject, and considering the best means of promoting the object in view, and by the establishment of schools in various parts of the Province, and the award of scholarships and stipends from funds raised by subscription for the purpose. The third Muhammadan Educational Congress was held at Lahore in December 1888. It was attended by over 200 members, including persons of great consideration and influence in Muhammadan society in the North-West Provinces and the Punjab. The most important resolutions passed on this occasion were recorded in the last Educational report.

Efforts made by Muhammadans to improve their educational condition

353. The most important schools for the special benefit of Muhammadans are the Anglo-Arabic High school at Delhi, and the Islámiya Anglo-Oriental High school at Amritsar. The former is maintained from the proceeds of an endowment made by the late Nawáb I'timád ud Daula Fazl 'Alí Khán for the promotion of education in the city of Delhi. It is a very flourishing institution, and has lately been raised to the status of a High school, a grant having been sanctioned by the Municipality to assist in carrying out this measure. Government, as reported last year, has determined to restore to the Muhammadans, for the use of the Anglo-Arabic school, a very fine building at present occupied by the police, as soon as other quarters can be provided for the latter. This building, known as the Muhammadan Madrasa at Ajmere Gate, Delhi, will afford excellent accommodation for the main school and for boarders. The school at Amritsar is an Aided institution under the management of the Anjuman-i-Islámíya.

High schools for the special benefit of Muhammadans

Chap. VII. B, 354.

Muhammadans.

Extracts from Inspectors' reports regarding principal Muhammadan schools.

354. The remarks given below regarding the principal Muhammadan schools are from the reports of the Inspectors of the Delhi, Jullundur and Lahore Circles. On the frontier, there are no schools maintained specially for Muhammadans, except those of the old indigenous type; but the desire for English education is increasing, and Muhammadan gentlemen have subscribed towards the organisation of High departments in connexion with the Board schools at Dera Ghází Khán and Kohát:—

Delhi Circle.—"The principal schools intended wholly or mainly for Muhammadans in the Circle are:—

(1). The Násr-ul-Múminín school, Umballa City;

(2). A private school at Karnál;

(3). An Indigenous Qurán school at Jhajjar;

(4). An Indigenous school at Hissár;

(5). The Anglo-Arabic school, Delhi; and

(6). The Fathpurí school, Delhi."

Jullundur Circle.—"The Haqqání school at Ludhiána, managed by Maulaví Núr Ahmad, is the only institution in the Circle specially intended for Muhammadans. It is supported partly by subscriptions and partly by aid from the local Municipality. It contained at the close of the year 75 scholars, of whom 12 were in the Upper and 63 in the Lower Primary stage. The school imparts both religious and secular instruction, and has been useful in attracting many boys to school, who would otherwise have been idle. English is taught to the Upper Primary standard in this institution."

Lahore Circle.—"As remarked elsewhere in this report, there has, during the last five years, been a great awakening among Muhammadans with regard to the advantages of an English education, and several schools, with that object in view, have recently been started in different parts of this Circle by Muhammadan societies. The most important of these is the Madrasat-ul-Muslimín of Lahore, already referred to in the Circle report for 1888-89. It has since then added a High department, and had in October 1889 369 boys on the roll, all but 5 of whom were Muhammadans. Every pupil has to learn Arabic, and all, but those in the lowest stage, Persian. No boy has, up to this time, passed the Entrance examination from this school, but 13 scholars were successful in the recent Middle School examination. The next in importance, perhaps, is the Islámíya school at Mooltan, which was returned as a Primary school in 1888-89, but which has since been raised by the Managers to the status of a Middle school. Both these schools are supported entirely from subscriptions and fees. Other schools intended mainly or exclusively for Muhammadans are the Lyall school at Qasúr, in the Lahore District, an Anglo-Vernacular institution of the middle grade, and the Rahímiya school at Lahore, which, though having the character of an Indigenous school at present, is to have an English department added to it, and has already this year sent up candidates for the Anglo-Vernacular Entrance and Middle School examinations."

Measures taken by Government for the encouragement of Muhammadan education.

355. The Jubilee scholarships awarded by Government to students attending High departments and colleges, and by Local Bodies to those attending Middle schools and departments, have had a very good effect in the promotion of English education amongst the Musalmán community. It has been arranged also, that one-half the free studentships that may be given in Secondary schools, and one-half the studentships at half-fee rates available in Secondary schools and colleges, shall be reserved for Muhammadans, the other half being reserved for Hindús and Sikhs. This measure will be very beneficial to Muhammadans, so long as the number attending Secondary schools and colleges is unduly small through their inability to pay the ordinary fees or other causes.

SECTION C.—NATIVE CHIEFS.

The Aitchison college. Scholars.

356. The Aitchison college for the relatives of Punjab Chiefs and other boys of good family was established in 1886. It contained at the close of April last 68 students. Of these, 16

were in the High department, 22 in the Middle, 19 in the Upper Primary and 11 in the Lower Primary department. One or two students, who have passed the Entrance examination, attend the Lahore Government college daily for instruction.

Results of examinations.

357. Out of three candidates for the Entrance examination, two passed; 11 boys, who presented themselves for the Middle School examination, were all successful; five boys out of eight passed the Upper Primary examination in the compulsory subjects and in English and Persian; and six boys, who appeared at the Lower Primary examination, succeeded in passing. These results are very satisfactory.

Fees.

358. The ordinary fee is Rs. 50 per mensem, but reductions are made in special cases. This does not cover the cost of food, private servants, the keep of horses and other personal expenses.

Scholarships.

359. Thirty scholarships or exhibitions are attached to the Aitchison college, and are awarded to boys of good family, whose parents or guardians cannot afford to maintain them there without some assistance.

College building.

360. At the time of the inspection, the classes were held in the common rooms attached to the boarding houses; but the main building has since been completed.

Boarding arrangements and physical exercises.

361. The students are provided with very comfortable quarters, and careful supervision is exercised. Due attention is given to riding and out-door games and exercises, and a gymnasium has been recently provided.

Staff.

362. The institution is presided over by a popular Governor, well known to all the chiefs and the leading native gentlemen of the Province, and is provided with a strong and able staff of teachers.

Education of sons of native gentlemen of position.

363. The following extracts regarding the education of the sons of native gentlemen of position are taken from the Inspectors' reports :—

Delhi Circle.—"There is one Chief's son, aged 15, receiving instruction in the Rewárí school, whose elder brother is in the Aitchison college, Lahore. Four wards of court from the Karnál District are reported to be also in the Aitchison college, Lahore. In the Umballa District, nine young Chiefs of between 9 and 17 years of age are to be found reading in the schools of the District, and their progress is, on the whole, fair. There are no Chiefs reported from the Delhi, Rohtak, Hissár, or Simla District.

"As for the children of native gentlemen of position, most of them not only take advantage of the schools in their vicinity, but make private arrangements with certain of the teachers for the special tuition of their sons, and as most of them owe their own position to the effects of education, they fully appreciate it for their children. It is unnecessary to give the number of such youths, which is about the same as that reported last year, 80, more or less, for it is difficult to ascertain the figures more correctly or to draw any very distinctive line for the class."

Jullundur Circle.—"The information under this head is very incomplete; but I have reason to believe, that of the Sardárs of a school-going age, almost all are receiving instruction in Board schools, or under private tutors."

Lahore Circle.—"From information received, it appears that the majority of wards in the different Districts of this Circle were being educated in the Lahore Aitchison college. A few young wards were taught in the schools close to their homes. Thus two boys, aged 11 and 8 years, were in the Maghiána Board school, and one boy, 10 years old, went to the Primary school at Kabírpur.

"One of the wards in the Amritsar District, 21 years old, was reading for the F. A. examination, and another had gone up for the Entrance from the Municipal Board college, Amritsar."

Chap. VII, C, 364 Native Chiefs.

Ráwalpindí Circle.—"The statistics received from the different Districts show that there are 167 children of a school-going age amongst native Sardárs and other gentlemen of rank, that 5 of these are at the Aitchison college, 101 studying in the public schools, 38 at private schools, or studying at home, and 23 are said to be not studying at all."

Deraját Circle.—"From the information supplied from the Districts, it appears that there are four wards of court in the Circle, of whom two are residing in the Dera Isma'íl Khán District. One of these, Ghulám Qásim Khán, Nawáb of Tánk, has received some education at the Aitchison college, Lahore; the other, Allah Bakhsh Khán, is reading in the Primary school of his village.

"Of the other two wards, one, Makhdúm Shaikh Hasan Khán, of the Muzaffargarh District, is attending the Aitchison college; the other, who belongs to the Dera Gházi Khán District, is an infant, and as yet not of an age for his education to commence.

"Besides the wards of court, two sons and one nephew of Nawáb Háfiz 'Abdullah Khán, of Dera Isma'il Khán, and one son of Mazár Khán, Tumandár of Dera Ghází Khán, are studying in the Aitchison college at Lahore. The sons of Nawáb Sir Imám Bakhsh Khán, K.C.I.E., who have passed the Vernacular Middle School examination, are learning English under a private tutor at home. There are also many other lads reading in Anglo-Vernacular schools who are sons and relatives of Nawábs and other Kháns of rank and position."

SECTION D.—LOW CASTES.

Schools for children of low castes.

364. Schools for low-caste boys are maintained in some Districts by various Missionary Bodies, and special arrangements are made for the education of Mínás in the Gurgáon District and Sánsís in the Siálkot District. Children of low caste, though in small numbers, attend many of the ordinary public schools.

Delhi Circle.

365. In the Delhi Circle, about 450 boys attend the Baptist Mission low-caste schools at Simla and in Delhi, which obtained grants under the rules for Indigenous and other Elementary schools; and the same Mission maintains a low-caste school at Palwal, which was, however, of too irregular a character to earn a grant. Similar schools are maintained by the S. P. G. Mission at Delhi; but these have not as yet been brought under the operations of the grant-in-aid system. It is said that some little progress has been made in these schools, but that they are not on a satisfactory footing. Difficulty is experienced in obtaining teachers, and the children can ill be spared by their parents. In the Gurgáon District, capitation grants are allowed to teachers and to Míná boys on account of every pass by the Upper and Lower Primary standards, and a few boys pass annually, but the numbers are very small.

Jullundur Circle.

366. In the Jullundur Circle, it is said that some 50 boys of low caste attend the Board schools, but generally sit apart from the other pupils.

Lahore Circle.

367. In the Lahore Circle, there is an Elementary school in the city of Amritsar attended by the children of sweepers, which earned a small grant; and there are 23 schools of an elementary character in the Gurdáspur District attended by over 500 children, of whom about a third are Christians, and the others are of different religions, many being of low caste. About half of these schools were examined for grants.

Ráwalpindí Circle.

368. In the Ráwalpindí Circle, there are four Primary schools for Sánsís, which have, as reported last year, been handed over experimentally for two years to the Scotch Mission by the District Board of Siálkot. Two other Mission Primary schools for

low-caste boys are maintained at Gujránwála and Ráwalpindí. Besides these, there are, in the Siálkot and Gujránwála Districts, over 100 Elementary schools supported by Missionary societies, with some 1,800 pupils, of whom about 1,000 are Native Christians, and a large proportion are of low caste; 20 of these schools were last year examined for grants. Chap. VII. D. 369 Low Castes.

369. In the Deraját Circle, no schools are specially maintained for children of low caste or belonging to predatory tribes. Derajat Circle.

CHAPTER VIII.

PRIVATE SCHOOLS.

	Paras.
Classification	...370—371
Collection of statistics	372
Grant-in-aid rules	373
Statistics	...374—375
Detailed comparison with 1884-85 impossible	376
Vernacular schools	377
Different languages taught	378
Rote schools	379
Schools examined for grants	..380—381
Composition of "other private schools"	382
Success of the grant-in-aid rules ..	383—384
Views on the improvement of rote schools	385
Progress made in different Districts and Circles...	386
General progress and future prospects	387
Views as to the adaptability of the grant-in-aid rules to female private schools	388

Distinction between public and private schools.

370. Public schools, as defined by the Government of India, are those which conform with the prescribed standards, and are inspected by the Department or present students at the public examinations. All others are private schools. To put the matter more concisely, public schools are those which prepare students, and private schools those which do not prepare students for the public examinations. Private schools, therefore, are distinguished from public schools by the nature of the instruction imparted, not by the character of the management. Schools managed by private persons are classed as public schools under private management, if they prepare students for the public examinations. The recognised public examinations are those conducted by the Upper and Lower Primary, the Middle school and the Entrance standards, and the examinations prescribed for Zamíndárí schools and for European schools. The special examinations for Indigenous and other Elementary schools are not considered public examinations.

Classification of Indigenous and other private schools.

371. An Indigenous school is a private school established and conducted by natives of India on native methods. Indigenous schools include Arabic and Persian schools, Sanskrit schools, Mahájaní schools, Indigenous Vernacular schools, and schools teaching religious books by rote. Mahájaní schools are those in which the Hindí system of accounts is taught. The boys do not learn to read printed books, nor are they taught to write, except, so far as is necessary, for purposes of account. In the returns prescribed by the Government of India, Mahájaní schools are shown as Vernacular schools. Schools, which do not present students for the public examinations mentioned in the preceding paragraph, and which do not come under any of the above heads, are shown as "other private schools." They include amongst their number schools for Europeans, schools for natives under the management of Europeans, and schools under native management, which are conducted on the model of public schools, though they do not present students for the public examinations. Mistakes are sometimes made in classification; though clear instructions have been issued on the subject.

Collection of statistics.

372. Very complete returns of Indigenous schools were compiled in 1882-83, when the whole subordinate inspecting staff of the Department was employed for some three months in collecting information, by means of personal inquiry in each village. This was the first occasion on which reliable statistics regarding Indigenous schools were collected in this Province. No fresh statistics were obtained for the following year; but in 1884-85 returns of Indigenous and other private schools were supplied by Deputy Commissioners. Mr. Ibbetson, however, who wrote the

annual report for that year, considered that these statistics were certainly inaccurate in some respects. Statistics of Indigenous schools for boys not within Municipal limits are now collected by patwáris, and those of boys' schools within Municipal limits, of girls' schools, and of all private schools for natives other than Indigenous schools, by District Inspectors. It may be hoped that the returns will improve in accuracy from year to year; but in the absence of elaborate arrangements like those carried out in 1882-83, which were practicable for a very special occasion only, absolute correctness is not attainable, except in the case of schools examined for grants.

Chap. VIII, 373. Private Schools.

373. With the view of bringing private schools for natives under the influence of the Department and improving the character of the instruction imparted in them, special grant-in-aid rules have been introduced. Provision has been made for the award of attendance grants, instruction grants and staff grants, and grants for buildings, furniture, &c., as in the case of public schools; but the conditions imposed are of the simplest character; and any school, with an average attendance of ten scholars, is eligible for a grant, provided that the scholars are taught to read a printed book and to write, that the school is open to inspection, that an attendance register is maintained, and that the Manager or principal teacher is of good character. Instruction grants can be earned for reading, writing, arithmetic and geography; and simple standards of examination in these subjects have been laid down. Strong inducements are held out to the teachers to give instruction in arithmetic as well as in reading and writing. Instruction grants are doubled, when earned by girls, by sons of proprietors and peasants, who work in the fields, and by sons of farm labourers, &c. Staff grants are awarded only in those cases where a teacher has passed at least the Upper Primary examination.

Grant-in-aid rules for private schools.

374. The following statement shows the number and distribution of private schools for natives and the scholars attending them in 1884-85 and during the past year. Private schools for Europeans have been briefly noticed in the preceding chapter.

Statement of statistics

PRIVATE INSTITUTIONS FOR NATIVES.

		Number of Schools.				Number of Scholars.			
		1889-90.	1884-85.	Increase.	Decrease.	1889-90.	1884-85.	Increase.	Decrease.
Arabic and Persian schools		796	1,097		1,201	10,541	19,712		9,171
Sanskrit schools		148	211		63	2,054	2,024	30	...
Mahájani schools		351	*2,605		969	8,804	*30,179	162	...
Indigenous Vernacular schools	For boys...	1,285				21,537			
	For girls ..	62	51	11	..	765	911	..	146
Schools teaching religious books by rote.	For boys .	4,605	6,722	...	2,117	58,154	68,240	.	10,086
	For girls .	715	†257	458	...	7,473	3,700	3,773	
‡ Other schools	For boys	208	840	..	632	5,732	11,016		5,284
	For girls...	25	11	..	16	1,132	329	803	...
Total ..		8,195	†12,724		4,529	116,192	136,111	.	19,919

No separate statistics of Mahajani schools and the scholars attending them were collected in 1884-85. They were included in the Indigenous Vernacular schools. This number exceeds by 10, the figures shown in the returns for 1884-85, owing to a mistake in the latter.

‡ The numbers of 'other schools' and of scholars attending them, as entered in this statement, does not agree with those entered in General Table III. This is owing to the fact, that 40 boys' schools with 1,591 scholars and 20 girls' schools with 440 scholars, that should undoubtedly have been shown under the head of 'other schools' in the returns of the Jullundur Circle, were entered in the returns supplied to the Director's office as 'Elementary Indigenous schools.' The necessary correction has been made in this statement, but it could not be carried out in General Table III, as there was no time, when the mistake was discovered, to ascertain the number of children of different creeds attending these schools. The mistake does not of course affect the total numbers shown as attending private schools.

Chap. VIII, 375.
Private Schools.
Cause of decrease in the number of schools and scholars.

375. The reduction of more than 4,500 schools and nearly 20,000 scholars is due to the exclusion from the returns for 1889-90 of schools containing less than six scholars. Many of the so-called schools shown in former returns contained a very small number of children, often only two or three. The Educational Conference considered that there should be at least six scholars to constitute a school; and in accordance with their recommendation no school with less than six scholars has been recognised during the last two years.

Efficient comparison of statistics impossible.

376. The exclusion from the returns of last year of schools with less than six scholars renders it difficult to draw any decided conclusions from a detailed comparison of the figures shown in the statement for that year with those for 1884-85. The difficulty is much increased by two circumstances attending the entries for 1884-85. A large number of institutions was shown for that year under the head of 'other schools.' Mr. Ibbetson expressed the opinion, that most of these were in all probability really Indigenous schools; and there seems to be no doubt that such was the case; though the information required for their redistribution under the proper heads is not available. Of the scholars shown as attending boys' schools in 1884-85, no less than 13,500 were girls, whilst less than 700 boys were returned as attending schools for girls. Exact details regarding these girls are not available; but the great majority were learning the Qurán. Where boys are taught in a mosque and girls receive instruction from the same teacher in his own house, the girls are now held to constitute a separate school and are returned accordingly, whereas such girls were shown in 1884-85 as attending schools for boys. In the returns for the last year, about 750 girls only are shown as attending boys' schools.

Vernacular schools.

377. The institutions now shown under the head of 'other schools' comprise schools conducted by natives on principles similar to those followed in Board schools, Mission schools for low-caste boys and other backward sections of the community, and zanána classes. In all these schools a Vernacular language is the principal subject of instruction. Adding the number of boys shown under this head to those attending Indigenous Vernacular schools, we have a total of more than 27,000 boys, who are receiving instruction mainly in the Vernacular. Of these, more than 15,000 attend schools, where Urdú is the principal subject taught, whilst the number in schools, where Panjábí in the Gurmukhí character forms the chief subject of instruction, is below 10,000, and the number in Hindí schools is under 2,000.

Comparison of the different languages taught in private schools.

378. Under the Sikh Government, Persian was the Court language, and was used in all official correspondence. Persian, therefore, was learnt universally by the sons of persons belonging to the official classes, by all who sought for service under Government, and by a majority of those, whether Hindús or Muhammadans, who desired to follow a literary career. The British Government made Urdú the official language, and introduced it as a subject of study in the Government schools which were established; though Persian also was taught in these institutions, and is still taught to the great majority of scholars in public schools, who have advanced beyond the Lower Primary standard. For many years after the organisation of the Education Department, Urdú was never taught as a language in Indigenous schools, as it was thought that it could be easily picked up by any one who learnt Persian. A remarkable change in this respect is now in course of operation. The number of boys attending private schools, who

learnt Urdú in 1884-85, is not known. So late, however, as 1886-87, when schools with less than six boys had not been excluded from our statistics, and the total number of scholars in private schools as entered in the returns exceeded the number entered for last year by 29,000, the number returned as learning Urdú was considerably less than half the number learning that language during the past year. Chap. VIII, 379. Private Schools.

In Gurmukhí schools, there has been a decrease of numbers, though not greater than may be accounted for by the exclusion from the returns of schools with less than six scholars; but the fact, that so very few boys are now to be found in Hindí schools, is worthy of special notice.

379. Considerably more than half the scholars in private schools are engaged in learning religious books by rote; and of more than 65,000 so employed all but some 700 are attending Qurán schools. Rote schools.

380. The following statement shows the number of Indigenous and other private schools examined for grants, and the number of scholars attending them, the number of passes by each standard, and the amount of attendance, instruction and staff grants that were awarded:— Schools examined for grants

INDIGENOUS SCHOOLS AND OTHER PRIVATE SCHOOLS EXAMINED FOR GRANTS.

Number of institutions ..	Indigenous schools .	202
	Other schools . . .	120
	Total	322
Number of scholars . .	Indigenous schools	7,134
	Other schools .	4,262
	Total	11,696
Number of passes by ...	First standard ..	2,065
	Second ,, .	1,179
	Third ,, ...	571
	Fourth ,, . ..	326
	Fifth ,, . .	142
	All Standards ...	4,283
Amount of grants earned .	Attendance grants .	3,006
	Instruction grants .	8,065
	Staff grants . .	5,716
	Total Grants	17,687

In 1884-85, these schools used not to be examined for grants.

381. Urdú is the principal subject of instruction in 167 of the Indigenous schools examined for grants, Panjábí in the Gurmukhí character in 26, and Hindí in the Nágarí character in 9. All the other private schools examined for grants were Urdú schools, with the exception of a few in the Siálkot District, in which Gurmukhí is taught. Languages taught in them.

Other languages also are taught in some of these schools. Thus in the Ráwalpindí Circle, Persian is taught in 19 Indigenous Urdú schools, to which in the case of 12 schools instruction in the Qurán is added; and Gurmukhí is taught in 4 such

Chap. VIII, 382 Private Schools.

schools, with the addition in one case of Mahájaní. Out of 33 Indigenous Urdú schools in this Circle, there are 10 only in which no second language is taught. In the same Circle Nágarí is taught in 3, and Mahájaní in 5 of the 9 Indigenous Gurmukhí schools that were examined.

Composition of 'other private' schools.

382. Of the private schools other than indigenous, that were examined for grants, 74 were Mission schools maintained for boys of low caste or other backward sections of the population, and 46 were schools under native management conducted on the same general principles as public schools, though they present boys, not for the public examinations, but for the special examinations, on the results of which instruction grants are awarded to private schools.

Effect of grant-in-aid rules and connexion between public and private schools.

383. The new rules have been readily taken advantage of in Urdú schools; and have in fact had the effect of calling many such institutions into being. Some of these schools have been established by young men, who have completed the ordinary school course, and some by former teachers of Board schools. The system is well adapted to supplement the ordinary public schools of the country. In the Amritsar District, as I mentioned last year, a connexion has been established between Aided private schools and Board Primary schools, by inducing boys, who have passed through the former, to join Board schools with the view of preparing for the Upper Primary examination, an arrangement which is said to have added to the popularity of the Aided schools. Similar arrangements might be adopted with advantage in other Districts.

Suitability of the grant-in-aid rules for other than Urdú schools.

384. Though the new system has spread most rapidly amongst Urdú schools, it is well adapted to every class of institution, where the Managers are willing to accept assistance. It has already met with some success, as we have seen, in Gurmukhí schools; and it may be hoped, that it will soon be extended to the majority of such institutions. Whether it will lead to the establishment of any considerable number of new Gurmukhí schools, must depend altogether on the demand that may exist for instruction in Panjábí; as the dialect, that is taught, does not in any way affect the amount, that can be earned in schools that apply for grants.

Views on the improvement of rote schools.

385. My expectations regarding the extension of the system to schools, where the Qurán is taught by rote, which still include more than half the private schools of the Province and contain nearly half the scholars in attendance, have not as yet been realized. Many of the teachers in those schools are unable to read or to write, not a few are blind, and the great majority are quite incapable of teaching anything but the sacred text, which they know by heart. The only practicable method in such cases of providing instruction, that will enable the school to earn money, is to employ an assistant, preferably a relation of the teacher in charge, with the modest attainments, that will qualify him for a staff grant, and enable him to prepare boys for the examination, on the results of which instruction grants are awarded. This would appear to be a simple method of solving the problem; but other difficulties present themselves. In many cases the teachers are prejudiced and unwilling to adopt new ideas, or to accept a grant from Government; and in others they entertain an apprehension, sometimes, I believe, well founded that the remuneration, which they now receive in cash and kind, would be withdrawn, if payments were made to them by Government. The

suggestion, moreover, to employ an assistant, able to give instruction in subjects, which they themselves are unable to teach, is often regarded as an insidious attempt to subvert, rather than to supplement, their present method of teaching, and eventually to oust them from the position they now enjoy. Similar suspicions are entertained, as I have stated in a previous chapter, by teachers of Board schools for girls, whom it is proposed to retain on account of their local influence, whilst employing assistants to do the real work of the school. All these difficulties may, however, be overcome by tact and patience; and when once a successful beginning has been made, rapid progress may be confidently expected. Boys, who are taught to read and write Urdú, will certainly learn the Qurán with greater facility than those who do not receive such instruction; and when once the system is in actual operation, it is likely, I believe, to prove popular both with parents and with teachers, and to spread from village to village and from district to district. There is reason to hope, from the report of the Inspector of the Lahore Circle, that the arrangement referred to will be introduced during the current year, at least in the Amritsar District.

Progress made in different Districts and Circles.

386. Nothing is more remarkable than the unequal progress that has been made in different Districts and different parts of the Province. This must be attributed partly to the circumstances of each District and the character of the people, partly to accidental or temporary causes of various kinds, that have in some cases retarded the introduction of the system, and in a very large measure to the attention given to the subject by Inspecting Officers and more especially by District Inspectors. Putting out of consideration 74 Mission schools in the Delhi, Gurdáspur, Siálkot and Gujránwála Districts, which have taken advantage of the rules, there are 13 Aided private schools in the Delhi Circle, 49 in the Jullundur Circle, 99 in the Lahore Circle, 42 in the Ráwalpindí Circle and 45 in the Deraját Circle. The backward condition of the Delhi Circle must be attributed chiefly to the apathy of the people and the very small number of private schools, that exist in this part of the Province as compared with the Punjab proper; though the District Inspectors have in some cases at least shown a want of energy in the matter. The Lahore Circle has made the most decided progress. The first place is held by the Amritsar District with 32 Aided schools under native management and nearly 1,500 scholars, the second by Jullundur with the same number of schools and more than 1,200 scholars, and the third by Gurdáspur. Siálkot contains 45 Aided schools with more than 1,500 scholars, but many of these are Mission schools; and though their success is a matter for congratulation, it is in no way dependent on native effort, which it is a special object of the new system to encourage.

General progress and future prospects.

387. On the whole, the progress that has been achieved in so short a time is very encouraging. The system was introduced in 1886-87; and little of course could be effected during the first year. Before that time, a few of the Indigenous schools had been occasionally examined and rewards had been recommended by the Inspectors; but no organised measures to bring such schools under our influence had been attempted. It is, therefore, most satisfactory to find, that 322 private schools containing nearly 12,000 boys were last year presented for examination, and that considerably more than a third of the scholars succeeded in passing by the various standards. The system has met with signal success in many Districts; it is capable of development to an indefinite extent; and it provides the means for a very large extension

Chap. VIII. Private Schools. 388

of popular education at a comparatively small expense, and in accordance with the wishes of the people, who are not bound down by any hard and fast rules.

Views as to the adaptability of the grant-in-aid rules to female private schools.

388. The system is equally suitable to female schools; and I believe, indeed, that its advantages will eventually prove even greater in their case than in that of schools for boys. It has not as yet been applied to any girls' school; but Bábú Nand Singh, the District Inspector of Amritsar, who has been so successful in introducing the system in boys' schools, informed me, some time ago, that he hoped to extend it to girls' schools also. With the exception, however, of rote schools, with which nothing can be done at present, the number of private schools for girls under native management is small in the extreme; though there is reason to believe that it will increase. The system, as we have seen, leads to the establishment of new schools for boys, in which the tuition fees, together with the grants that can be earned, afford sufficient remuneration to the teacher. In the case of girls' schools, no tuition fees can ordinarily be looked for; though philanthropic individuals are sometimes willing to subscribe a small amount towards their support. To make it worth while, therefore, for a teacher to set on foot a girls' school, it would be necessary, that he should be able to earn a sufficient grant to afford him adequate remuneration without tuition fees, but with the addition, in some cases perhaps, of a small subscription. I believe that the terms at present offered might be readjusted in the case of girls' schools in such a manner as to effect this object. Nearly the entire cost of the schools thus established would be paid from public funds, which is unusual in the case of schools under private management; but the expenditure, as compared with the results, would be less than is incurred on Board schools, or even on the grants that are paid in most cases to Aided institutions. At present the number of Board schools for girls is very small, and some Districts, as we have seen, are destitute of any. It seems right that, as for boys so for girls, a certain number of Elementary schools should be maintained at the public expense; and if it should be thought expedient to encourage the spontaneous establishment of such schools, instead of requiring local authorities to set them on foot, there would appear on principle to be no valid objection to such an arrangement. To establish a girls' school with any prospect of success, it is necessary to select a suitable locality and to secure a qualified teacher, who can command the confidence of parents. There are some men, both Hindús and Muhammadans, and a few women, with sufficient attainments, to whom parents would confide their daughters without hesitation; but the difficulty is to find them; as this is a case, where examination will not help us. There are also many places, where a female school, if properly conducted, would prove successful. Nothing short of an actual trial, however, will show whether a teacher can gain the requisite influence, and whether a school can be maintained with advantage in any given town or village. Under these circumstances, it is impossible for any authority to establish female schools without encountering great difficulties, and often wasting public money on unsuccessful experiments. The method under consideration would, however, demand no effort on the part of local authorities, and would involve no expense, that had not been justified by results. Definite proposals on this subject will be submitted; and Government will then be in a position to determine whether it is desirable to modify existing rules in favour of Elementary female schools. As they stand, these rules might be applied with advantage to schools that are being set on foot in small numbers by native societies in

a few large towns, and to any other cases, where liberal subscriptions are forthcoming; but they cannot lead to the establishment of female schools by persons, who desire to gain their livelihood by following the scholastic profession, until parents generally are willing to pay fees for the education of their daughters.

Chap. VIII, 388.
Private Schools

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

	Paras		Paras.
Abolition of the Government Book Depôt and the Educational Press	389	Old stock of books and financial position of the old Book Depôt .	394-395
Arrangements made for the distribution of text-books on the abolition of the Government Book Depôt and Educational Press	390-391	The Registrar, Education Department	396
Arrangements with Munshí Gúlab Singh	392-393	The Text-Book Committee	397-399

Abolition of the Government Book Depôt and the Educational Press.

389. The Government Book Depôt was closed on the 31st December 1884, the business of distributing text-books amongst the schools of the Province, for the performance of which it had been originally called into existence, being transferred to a private firm. The Government Educational Press was at the same time largely reduced, the work being made over to private presses; and a few presses only were retained by the Department, to print books requiring particular care in their production, and to continue the improvements in the style of lithography, that had been introduced in the Educational Press.

Arrangements made for the distribution of text-books on the abolition of the Government Book Depôt and Educational Press.

390. On the abolition of the Book Depôt, the existing stock of Vernacular and English text-books published by the Department was made over to the private firm above referred to; and it was arranged that all such books, as might be in future printed in the Government Press or in private presses for the Department, should, in like manner, be handed over on commission sale to the same firm, who also undertook to maintain an adequate stock of all other text-books prescribed for use in the authorised scheme of studies.

Failure of the arrangements

391. This system did not work satisfactorily: owing mainly to the difficulty, that was experienced, in recovering the money realized by the firm, to which books formerly published by the Department, were now entrusted on commission sale; and as the firm in question had failed to carry out their engagements, it was determined to withdraw the contract.

Arrangements with Munshí Gulab Singh.

392. Amongst the private presses employed to print books for the Department, the most successful was the Mufíd-i-'Am Press, the work being superior to that executed elsewhere and carried out with greater promptitude. Whilst future arrangements were under consideration, an offer was made by Munshí Gulab Singh, the proprietor of this institution, to purchase the entire stock of text-books, then on commission sale, at an advance in the case of Vernacular works of 20 per cent. on the original cost price; to print and publish, on favourable terms, all books, of which the copy-right belongs to Government; and to keep up a stock of authorised text-books published elsewhere. This offer was accepted by Government; and the new arrangements came into force with effect from the 1st January 1887, when the Government presses still in use were closed. Government thus

Chap IX, 393

Preparation and Distribution of Text-Books

recovered the full value of all text-books, that had been printed at Government expense, and were held on commission sale; and it now incurs no expense on the purchase of stock or the printing of books; whilst the Department has been relieved of its former heavy responsibilities, with regard to accounts and money transactions; and the price, at which Vernacular books are supplied to the public, has been reduced.

Success of the arrangements with Munshí Gulâb Singh, and remarks as to the style of writing used for Vernacular books.

393. The new arrangements have proved eminently successful, and are highly creditable to the proprietor of the firm, who has shown considerable enterprize in the provision of suitable premises, the importation of steam presses, and in various other ways. He has carried on, moreover, all the improvements which had been introduced into the Government Educational Press; so that in the books, which he publishes, vowel marks are clearly shown for the use of beginners; and in all cases sentences are punctuated and clear spaces are left between the lines, whilst the amount of matter contained in a page is greatly increased. For this purpose a special style of writing is employed, which it requires considerable practice to acquire, and for which paper ruled in a particular manner is necessary. The result is a certain resemblance to type; though the essential characteristics of the *nasta'liq* or Persian hand are retained. The system is applicable both to lithography and to photozincography. Plates prepared by the latter process are used for a few books, of which large editions are required; and their use is being gradually extended in the production both of letter-press and of illustrations. Books transcribed in accordance with the new system often attain, when reproduced by photozincography, to a high degree of excellence, as regards the general style and the clearness of impression; and when lithographed, they are vastly superior to the books, which are commonly met with in the Persian character. Nothing could indeed be worse than the ordinary style of lithography; and it is to be hoped, that in process of time, the improved system will be universally adopted in the lithographic presses of this country.

Disposal of the old stock of books and financial position of the old Book Depôt.

394. When the Book Depôt was abolished, a miscellaneous stock of books was in hand, besides the text-books then prescribed for use in the scheme of studies. These have been gradually disposed of. In the report for 1887-88, a brief account was given of the transactions of the Depôt during the period of its existence. At first the cost of distributing books was borne by Government; but in 1870 it was determined to make the Book Depôt self-supporting. Measures were taken accordingly; and from that date till the time of its abolition, the Book Depôt yielded a net profit of a little over Rs. 3,000 per annum, after allowing for house-rent and interest on the capital invested.

Realizations from the old stock of books.

395. It was estimated, that the miscellaneous stock of books still remaining at the end of 1887-88 would realize about Rs. 10,000. The amount, for which they were actually sold, exceeds Rs. 12,000, as will appear from the report of the Registrar, Education Department, which is printed as Appendix M.

The Registrar, Education Department.

396. The office of Superintendent of the Educational Press has been abolished; and the registration of books and the preparation of quarterly catalogues of books and of annual reports on works published in the Province are now entrusted to the Registrar of the Education Department, who also superintends the printing and circulation of question papers for the written examinations conducted by the Department, inspects every edition of books published for the Department, and performs a variety of work of a miscellaneous character.

Preparation and Distribution of Text-Books.

Report on the operations of the Text-Book Committee

397. The report of the Secretary of the Punjab Text-Book Committee, with appendices, containing a copy of the memorandum of association and the new rules, and lists of books approved during the year, of text-books and other works completed or in course of preparation under the direction of the Committee, and of additions made during the year to the library of reference, is printed as Appendix N.

Improvements in the constitution of the Committee.

398. Under the new constitution the functions and responsibilities of the Committee have been largely increased; and it has been placed in a position, that will enable it to provide for the speedy preparation of the various works, that are still required for use in the schools of the Province, and to take measures for the encouragement of Oriental literature in the manner set forth in the rules of the Association.

Work done by the Committee.

399. Eight meetings of the General Committee and twenty-six of the various Sub-Committees were held during the year; and it will be seen from the Secretary's report, that a considerable amount of useful work has been accomplished; and that large additions have been made to the Library of Reference, to which a museum containing specimens of school apparatus and furniture adapted to the requirements of the country will, it is hoped, be shortly added.

W. R. M. HOLROYD, COLONEL,

Director of Public Instruction, Punjab.

APPENDIX A.

DISTRICT ACCOUNTS

DELHI CIRCLE.

SIMLA DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

Simla.

There is one Secondary school in the Simla District, that in Simla itself, while in 1884-85 there were three, the two schools at Kasauli and Kotgarh having since been reduced to the Primary grade.

The total number of pupils has increased from 233 to 328; and the amount collected in fees from Rs. 854 to Rs. 1,658.

Five boys appeared for the Middle School examination in 1884-85, three of whom were successful, while in the year under report seven boys appeared and four passed.

As is naturally to be expected, English education in a place like Simla is much appreciated; and the consequence is that its advancement in the school has been very marked.

The boarding-house in Simla is in a satisfactory condition in every way, except that more accommodation is required.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

The number of Board Primary schools is the same as in 1884-85, *viz.*, 4; but the number of Aided schools has fallen from 12 to 8, which is due to the closure of some of the schools at Kotgarh. These contained 433 pupils, against 374 reported in the year 1884-85. The income from fees has increased during the last five years from Rs. 100 to Rs. 265.

In the year under report 53 candidates appeared for the Upper Primary examination, 27 of whom were successful, while in 1884-85 16 passed out of 23. In the Lower Primary examination 61 passed out of 88, against 43 out of 57 in 1884-85. The results show improvement, though the percentages are lower.

SECTION C.—FEMALE EDUCATION.

There are only two girls' schools, both aided, at Kotgarh, and the same as existed in 1884-85. Twenty-one girls are taught in these now, while only 12 were taught in 1884-85. Their instructional progress seems to have been insignificant, one girl only passing by the Infant standard, but in needle-work good progress has been made.

SECTION D.—INDUSTRIAL SCHOOLS.

NIL.

SECTION E.—GENERAL QUESTIONS.

Two open High school scholarships were sanctioned by Government for this District, one for Anglo-Vernacular and the other for Vernacular candidates, but, as there is no Vernacular Middle school, the latter has been split into two open Middle school scholarships with the sanction of His Honour the Lieutenant-Governor.

Parallel and horizontal bars have lately been supplied to some of the Primary schools; but in a country of hill and dale, the exercise entailed on boys attending school daily from long distances seems sufficient. The development of physical education in the Simla school will depend greatly on the selection of the site of the new house.

The conduct of the school boys is satisfactory; and nothing irregular or immoral was ever brought to the notice of the Inspector.

The work of teachers has been fairly satisfactory on the whole; and most of those employed in Board schools are certificated; but those entertained in Aided schools are, with a few exceptions, of decidedly inferior attainments.

The Municipal Board school building has so often been condemned that it would be superfluous to reiterate what has been said as to its condition. The Kot Khái school-house is in need of extension.

The increase of Muhammadans as compared with Hindús is very satisfactory, the main population of the District consisting chiefly of Hindús.

The net expenditure from District funds has much exceeded the minimum amount that may be required, which shows a very satisfactory state of things.

Simla.

It is evident that Article 312 of the Code is not applicable to the Simla Municipality; but it is not satisfactory that the Committee has expended Rs. 200 less in the year under report than in the previous year, when the staff was inadequate and required strengthening.

The schools under the District Board are well managed, though there are no arrangements for local inspection;* but the management of the Municipal Board school, though fairly good, is hardly good enough for its needs.

SECTION F.—PRIVATE SCHOOLS.

The only Private school examined by the standard for Indigenous schools is that maintained by the Baptist Mission in Simla, and it earned a small grant.

SECTION G.—GENERAL STATE OF EDUCATION IN THE DISTRICT.

The general state of education in the District, considering its peculiar circumstances, may be regarded as hopeful. The Board schools have made steady advance in both numbers and instruction; but as regards the Aided schools under the Church Mission at Kotgarh and Simla, the state of things might be considerably better.

SECTION H.—WORK OF THE DISTRICT INSPECTOR.

There has been no local departmental inspection of the schools in the District throughout the year.†

SECTION I.—WORK OF TAHSILDARS IN CONNECTION WITH EDUCATION.

As regards the visits by Tahsíldárs and Náib-Tahsíldárs, the requirements of the Code have been fully complied with.

SECTION J.—SPECIAL EFFORTS ON THE PART OF NATIVE GENTLEMEN IN THE CAUSE OF EDUCATION.

No special efforts on the part of native gentlemen in the cause of education have been brought to the notice of the Department.

HISSAR DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

Hissár.

The Hissár District contains the same four Secondary schools as it did in 1884-85, *viz.*, Hánsí Vernacular, and Bhiwáni, Sirsa and Hissár Anglo-Vernacular schools. They contained at the close of the year 629 scholars paying Rs. 3,577 in fees; while in 1884-85 Rs. 2,009 were collected from 581 scholars.

In 1884-85 all these institutions sent up 27 candidates, of whom 21 passed the Middle School examination. In the year under report 42 went up and 20 passed.

As there are three Anglo-Vernacular schools to but one Vernacular, and as the increase of scholars has taken place chiefly in the former schools, the progress of English is probably more marked in Hissár than in any other district, and there is also a desire to raise the school of Bhiwáni or Hissár to the status of a High school.

No arrangements existed for boarding-houses in the former year under comparison, but the want has since been supplied at Bhiwáni, Hánsí and Hissár, where the arrangements are good and according to the requirements of the Code.

* *Note by Director of Public Instruction.*—The order is that the District Board schools should be inspected by one of the Masters of the Board school at head-quarters. The Inspector has been addressed on the subject.

† *Note by Director of Public Instruction.*—See note above. The Inspector should have seen that proper arrangements were made in consultation with the Deputy Commissioner.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

The District contains 45 Primary schools, against 36 reported in 1884-85; the total number of pupils under tuition in them being now 1,523, or only 13 more than in the former period. This insignificant increase has been by no means proportionate to the increase of schools, and must be accounted for in the most backward educational District in the Circle mainly by the introduction of higher rates of fees, the total collections of which amount to Rs. 867, against Rs. 559 collected in 1884-85. Many are the irregularities which have been discovered in the exaction of fees, and it has been difficult for the District Inspector to remove them all; though with the help of the Local Officers, whose knowledge of the locality is most valuable, many discrepancies have been rectified.

For the Upper Primary examination 129 boys were presented, of whom 98 were successful in passing, while in 1884-85 the number of successful candidates was 57 out of 92, the improvement being most marked instructionally as well as numerically. For the Lower Primary standard the improvement is equally marked, for, while in the former period 116 passed out of 205 candidates, the past year shows 196 passes out of 237.

Each tahsíl is provided with at least one Zamíndárí school (and there are 7 such schools) in the District, with an additional one opened since the annual inspection. The allowances before made to the teachers for instruction in Patwáris' work have been stopped, as this is no longer taught.

SECTIONS C. AND D.

NIL.

SECTION E.—GENERAL QUESTIONS.

A total of 18 scholarships only has been provided for the District, 13 of which are open and 5 Jubilee scholarships. The latter, however, are not at all appreciated,* and have almost all been vacated.

Play-grounds and gymnastic apparatus have been supplied to the four Secondary schools with Gymnastic instructors; to some of the Primary schools also apparatus has been supplied, and an itinerant Gymnastic instructor has been recently employed.

The conduct of the students may be reported as satisfactory, the discipline of the schools as fairly good, and the general appearance of the boys on the whole neat and clean.

There is great difficulty in inducing qualified men from other districts to accept employment in Hissár on Rs. 10 or 12 per mensem, and there being but one Vernacular Middle school with a small attendance, the few boys that pass from it annually find employment in more attractive Departments. The number of certificated teachers is therefore small, and needs to be recruited.†

For the requirements of these schools, thinly attended as they are, the buildings are fairly adequate, though there is still much room for improvement.

Hindús predominate over Muhammadans in the Secondary stage, whilst in the Primary the comparison is favourable to the latter.

Though the provision made from District funds for education falls short of the minimum that may be required, the wants of schools are amply provided for, and there is no tendency to keep down the expenditure. The net expenditure during the past school year compares favourably with the amount expended before localization; and the whole amount placed at the disposal of the District Committee for the extension of Primary education has been utilized.

Though the provision made by the two major Municipalities falls short of the minimum sum that may be required by Government, the expenditure on the whole is adequate; and any decrease that is apparent since localization is amply accounted for by an increase in the income from fees.

---

* *Note by Director of Public Instruction.*—The Inspector was asked to report whether the experiment of offering Jubilee scholarships of Rs. 2 each per mensem had been actually tried during the past two years, and whether it had failed. It has been reported that the experiment was tried, and has failed. The matter is forming the subject of a separate correspondence.

† *Note by Director of Public Instruction.*—With reference to this remark it was suggested in my Review of the last District Report that a few stipends might be offered to youths who will agree to attend a Normal school and become teachers after passing the Middle School examination; that the expediency of establishing another Vernacular Middle school should be considered; and that where qualified teachers are not forthcoming at the rates of pay now usually given in the District, higher salaries should be offered. The Inspector was asked to submit a special report after consulting the Deputy Commissioner with regard to the award of special stipends.

Appendix A. Delhi Circle Hissár.

The management of the District Board schools under the personal guidance of the Deputy Commissioner fulfils the requirements of the Code generally. The recommendations of the Department are promptly attended to; and the Inspector is kept fully informed of what is going on.

The management of Municipal Board schools also may be described as altogether satisfactory.

SECTION F.—INDIGENOUS SCHOOLS.

In a backward District like Hissár the existence of Indigenous schools must not be looked for to any great extent. There is one that has been brought under the operation of the Code at the head-quarters of the District, and its condition is most satisfactory.

SECTION G.—GENERAL STATE OF EDUCATION.

No great improvement is observable in the number of schools as compared with the figures for 1884-85; but the instructional progress made during the past year is satisfactory, considering the capabilities of the teachers and the backward state of the District.

SECTION H.—WORK OF DISTRICT INSPECTOR.

Pandit Gangá Sahái has done a sufficient amount of inspection work during the year, and has exerted himself to improve the instructional condition of schools.

SECTION I.—WORK OF TAHSILDARS.

As a rule, Tahsíldárs and their Náibs have complied with the rules laid down in Chapter XIV of the Code; and orders have been issued by the Deputy Commissioner directing these officers to co-operate with the District Inspector.

SECTION J.—SPECIAL EFFORTS ON THE PART OF NATIVE GENTLEMEN.

The names of native gentlemen who have shown an interest in the cause of education have been brought to the notice of the Deputy Commissioner.

ROHTAK DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

Rohtak.

There are three Anglo-Vernacular and four Vernacular Secondary schools against two and five respectively reported in 1884-85. The Gohána school has been converted into an Anglo-Vernacular one, while the place of the Vernacular school at Maham has been taken by Kalánaur, leaving the total number of the Secondary schools the same as in 1884-85.

These schools contained at the former period 1,115 scholars, though the numbers have since decreased to 975, owing mainly to the separation of the Lower Primary department at Gohána and its removal to another building.

The fees collected amounted to Rs. 3,060 in the Anglo-Vernacular and to Rs. 801 in the Vernacular schools, or a total of Rs. 3,861, being Rs. 1,749 over the amount collected in 1884-85.

At the Middle School examination held in 1884-85, all the candidates to the number of 14 from the Anglo-Vernacular and 18 out of 22 from the Vernacular schools were successful in passing, while during the past year 39 out of 70 passed from all.

The number of boys learning English in the Secondary stage has increased by one-third, though that of boys attending the Vernacular schools is nearly the same as in 1884-85. In the Upper Primary stage, also, the number of boys learning English has considerably increased, and it is evident that English education, as compared with Vernacular, is progressing.

The management of the existing boarding-houses was satisfactory on the whole; but the condition of those at Kharkhauda and Bádlí was as bad as reported last year; no progress has been made towards the completion of the building at Gohána, and there are no boarding-houses whatever at Kalánaur and Berí. The building at Jhajjar has, however, been enlarged and improved.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

The District contains 39 Primary schools, against 32 shown in 1884-85, the number of scholars being 1,509 and 1,617 respectively, showing a large decrease of 108 pupils, whereas the number of schools has increased by 7.

The income from fees has risen during the last five years from Rs. 675 to Rs. 864, and is the apparent reason of the decrease in numbers.

By the Upper Primary standard 123 boys passed out of 172 as compared with 83 out of 123 in 1884-85, and by the Lower Primary standard 191 out of 229, against 184 out of 250. These results are favourable, though the number of candidates in the latter examination has been small.

There are seven Zamíndárí schools, each tahsíl having been provided with at least one, mostly attended by children of agriculturists. The result of the effort has not yet had time to develop.

SECTION C.—FEMALE EDUCATION.

Although the District is still a backward one in point of female education, there are now four girls' schools with 125 pupils, showing an increase of three schools and 105 pupils since 1884-85.

Unfortunately the two schools at Jhajjar, under the supervision of the Inspectress of Schools, were omitted from her programme, while the Bohar school was examined by the Assistant Inspector and did remarkably well, passing the three candidates, all by the Lower Primary standard. The school at Bahádurgarh, under the same inspection, was reported as unsatisfactory. Country needle-work was practised in the Bohar school alone.

SECTION D.—INDUSTRIAL SCHOOLS.

NIL.

SECTION E.—GENERAL QUESTIONS.

Sixteen open and 35 close scholarships are awarded in the District under the rules of the Code. Of the open scholarships two are held in Primary schools for girls, and are paid from Provincial revenues. Provision has also been made in this year's budget for a number of Jubilee scholarships by the District Board and by the Municipal Committees of Rohtak, Jhajjar, Gohána and Bahádurgarh.

Physical training is making good progress in the Secondary schools of the District, which are being provided with play-grounds; and some of the Primary schools also have already exhibited good results. It may be mentioned that the result of the athletic tournament held at Rewárí in January last was in favour of the Rohtak team, which carried off the trophy and the best prizes.

The conduct of the students has been on the whole good, and their behaviour under school discipline has been particularly noticed. The work of the teaching staff at Gohána and Bahádurgarh was censured, but that of the other schools of the District was found on the whole to have been satisfactory; but, as the supply of qualified men is as yet so limited, the number of inefficient teachers is difficult to reduce.*

Post offices have been withdrawn from some of the schools to which they were at first attached, as the system does not evidently commend itself to the subordinate officers of the Postal Department.

School buildings are generally in good order and supplied with necessary furniture. The accommodation of Branch schools at Rohtak, however, is unsuitable. Apparatus for illustrating lessons in Science has yet nowhere been provided except at Rohtak, though the matter is under consideration.

In the Secondary stage the attendance of Hindús has doubled since 1884-85 in Anglo-Vernacular schools, but fallen in Vernacular schools, and there has been little change in the attendance of Muhammadans in either.

The budget provision from District funds for education is Rs. 5,132 less than the minimum sum that may be required by Government; the gross expenditure falls short of the budget provision by Rs. 1,162, though the net

* *Note by Director of Public Instruction.*—In connection with this the raising of the salaries of certificated teachers, so as to attract qualified men from neighbouring districts and to induce youths in the District to qualify, and the offer of stipends tenable in Middle schools by persons who will agree to attend Normal schools and to become teachers hereafter, has been suggested in my Reviews of the District Reports for the last two years. These measures have also been commended to the notice of the Commissioner under the orders of Government.

Appendix A
Delhi Circle.

Rohtak.

amount expended on all education still falls short of the amount expended before localization by Rs. 1,500. This difference is due partly to increased income from tuition fees, but chiefly to a large extraordinary expenditure in providing furniture and appliances in 1884-85. The balance of Rs. 358 of the sum placed at the disposal of the District Board for the extension of Primary education it was proposed to expend on female education at Jhajjar and Gohána; but those places being Municipalities can meet the expenditure from their own funds, and it was pointed out that the balance should be utilized in some other way.

The expenditure from the provision budgeted from almost all the Municipalities of the Rohtak District has been satisfactory on the whole; but, as the net amount expended by the Municipal Committee of Jhajjar falls short of the ten per cent. of their income by nearly Rs. 400, they should have taken this opportunity of supplying science apparatus to the school.

The management of the District Board schools has been satisfactory; all recommendations for the general improvement of the schools being duly attended to and promptly reported.

There are signs of improvement in the management of Municipal Board schools. Proceedings of the Local Bodies are carefully watched, and no deviation from the rules is allowed.

SECTION F.—INDIGENOUS SCHOOLS.

One Indigenous school has been lately brought under the operation of the Code. It is a Qurán school at Jhajjar, imparting also instruction in Reading, Writing and Arithmetic.

SECTION G.—GENERAL STATE OF EDUCATION.

Though no marked increase has taken place since 1884-85 either in the number of pupils or in the results of examinations, the progress made is decided, though the rise of boys from lower to upper classes in Primary schools is not so rapid as might be wished.

SECTION H.—WORK OF DISTRICT INSPECTOR.

The work of Maulaví Nasír-ud-dín, District Inspector, has been thorough and intelligent; the unsatisfactory nature of some of the schools being attributed to the apathy of the people or the incompetence of the teachers.

SECTION I.—WORK OF TAHSILDARS.

All the schools in the district, with a few exceptions, have been visited at least once during the year by the Tahsíldárs or their Náibs.

SECTION J.—SPECIAL EFFORTS ON THE PART OF NATIVE GENTLEMEN

The Deputy Commissioner has acknowledged the services of a few native gentlemen who were reported to have taken interest in the cause of education.

GURGAON DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

Gurgáon.

The Gurgáon District contains one Anglo-Vernacular High and six Vernacular Middle schools, the same as reported in 1884-85, attended by 987 scholars, against 1,094. The numbers in the high stage have considerably increased, though there is a large decrease in the number attending Vernacular schools, mainly attributable to the fact of the III class being broken up after the Middle School examination two months before the close of the school year. The numbers in the Primary departments of Vernacular schools have also decreased owing to the increase in the rate of tuition fees to some extent.

The sum realized in fees in the High school of Rewárí was Rs. 3,529, or Rs. 2,010 more than that collected in 1884-85, while in the Vernacular schools nearly double the amount, *viz.*, Rs. 1,280, was collected of that reported then.

For the Entrance examination of the Punjab University the High school sent up 17 candidates, 8 of whom passed, while in 1884-85 five passed out of six. At the Middle School examination 66 boys went up this year, and 35 of them were successful, whereas 51 passed out of 63 in 1884-85. These results do not show well.

The increase of boys in the Anglo-Vernacular school points to the fact of that branch of education being in advance of purely Vernacular education.

The boarding-houses in the District, though thoroughly substantial in a few cases, are unsuitable and inadequate. The boarding-house at Rewárí is very popular and always well filled, though in one respect its sanitary condition is not satisfactory.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

The District has 76 Primary schools containing 3,060 scholars, who paid Rs 1,436 in fees, whereas in 1884-85 there were 63 schools of 3,028 scholars, whose fees amounted to Rs. 965.

For the Upper Primary examination there were 183 candidates during the year under review, and of these 141 passed, the result in 1884-85 being almost the same, with 140 passes out of 186 candidates The Lower Primary examination gathered this year 350 candidates, of whom 304 passed, while in 1884-85 the candidates were 407 and the number of passes 356.

There are 14 Zamíndárí schools in the District with 338 pupils, 281 of whom are agriculturists.

The District Committee has set apart a sum of Rs. 1,000* to be given to Zamíndár boys passing by the Primary standards, though it should also establish Zamíndárí scholarships.

SECTION C.—FEMALE EDUCATION.

There are eight Primary girls' schools in the District containing 194 pupils, that is, seven more schools and 100 more pupils than were reported in 1884-85, the zanána classes having been left out of the returns.

The results of examination of these schools are altogether inadequate; and the successes relate to but one school, namely, to that for Muhammadan girls at Hasanpur, where one girl came up to the Lower Primary standard and passed. Needle-work has not been attempted at all in any of the schools.

SECTION D.—INDUSTRIAL SCHOOLS.

NIL.

SECTION E.—GENERAL QUESTIONS.

Twenty-five open, one Jubilee and 84 other close scholarships were current in the District at the close of the year. Stipends are paid to the Mina boys attending the Primary school at Sháhjahánpur under the orders of Government. Stipends given before the Code came into operation have now been discontinued.

Very satisfactory progress has been made in physical training, each Middle school being supplied with apparatus and a play-ground, and each year six Primary schools are supplied with apparatus, all under the supervision of an itinerant instructor who visits each school in turn. An athletic tournament was held at Rewárí, the rivalry being keen and the result highly satisfactory in point of proficiency.

The conduct of the Rewárí school boys has been highly spoken of, and in the District a decided improvement under this head has been noticed by the Assistant Inspector.

Great improvement has been noticed among teachers of Primary schools, though Nágrí and girls' schools continue in charge of men for the most part incompetent.

No district in the Circle is so well provided with school buildings and furniture as Gurgáon, great improvement being shown since 1884-85. Even for girls' schools suitable accommodation has been provided at the public expense.

The proportion of decrease in the Secondary stage of Vernacular schools, as well as in Primary, is unfavourable to Muhammadans, on whom the provision of Jubilee scholarships appears to have had no effect, the Hindús being greatly in the ascendant.

The amount provided for all sorts of education from District funds is slightly in excess of the sum that may be demanded by Government; and the net amount expended during the year under report exceeds by upwards of Rs. 600, the expenditure incurred before localization. The whole of the amount placed at the disposal of the Committee has been fully utilized.

* *Note by Director of Public Instruction.*—This seems to be irregular in the absence of Government sanction, and the Inspector has been requested to make a full report after communicating with the Deputy Commissioner.

Appendix A. Delhi Circle.

Gurgáon.

The expenditure from the Municipal funds of Rewárí falls short slightly of the sum that may be demanded by Government; but it has considerably increased during the year under report, and a small decrease since localization may be explained as the result of an increase in the income from fees. The expenditure of minor Municipalities is altogether satisfactory, and requires no comment.

The management of District Board schools has been very satisfactory under the supervision of the Deputy Commissioner, all the recommendations of the Department receiving prompt attention.

The management of Municipal Board schools is also satisfactory. The branch schools at Rewárí needed to be placed on a more efficient footing; but this has to a great extent been already done.

SECTION F.—INDIGENOUS SCHOOLS.

Special efforts seem to be required to bring more Indigenous schools under the influence of the Department. Of the two schools reported last year one has been closed; but a new one in the Palwal tahsíl was brought under the operation of the Code and recommended for support, subject to an enquiry into the character of the teacher. The low caste school at Palwal had no pupils sufficiently advanced for examination by any of the standards.

SECTION G.—GENERAL STATE OF EDUCATION, &c.

The boys' schools are improving all round instructionally and in physical training. The girls' schools, however, are altogether inefficient.

SECTION H.—WORK OF DISTRICT INSPECTOR.

Lálá Sohan Lál, District Inspector, has been more active in the discharge of his duties than he was reported to have been in 1884-85, and has been able to remove some of the defects pointed out to him.

SECTION I.—WORK OF THE TAHSILDARS.

The Tahsíldárs and their Náibs have regularly visited the schools during the year, and have generally complied with the rules; but it would be well if these officers were more particular in scrutinizing the registers with a view to ascertaining what pupils should or should not be exempt from the payment of fees.

SECTION J.—SPECIAL EFFORTS ON THE PART OF NATIVE GENTLEMEN IN THE CAUSE OF EDUCATION.

The names of native gentlemen who have interested themselves in the cause of education have been submitted to the Deputy Commissioner.

DELHI DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

Delhi.

The Delhi District contains nine Secondary schools, against eleven reported in 1884-85. The decrease is due to the reduction of the schools at Pálam and Arab Sarái to the Primary grade. The total number of pupils attending these schools is 1,712, and the amount collected from them in fees is Rs. 13,603, against 1,930 scholars and Rs. 8,792 collected in fees for the year 1884-85. The small decrease in the number of scholars is to be put down to the reduction of the two above-mentioned schools. For the Entrance examination of the Punjab University from four of these schools, *viz.*, Municipal Board school, Anglo-Arabic school, St. Stephen's Mission school and the Anglo-Sanskrit school, 71 candidates appeared, of whom 34 were successful in passing, the Anglo-Arabic and the St. Stephen's Mission schools showing slightly better percentages than the others. For the year 1884-85 58 candidates appeared for the same examination, and 36 of them passed; but the Anglo-Arabic and Anglo-Sanskrit schools had then no High departments. In 1884-85 all the eleven institutions sent up 107 candidates for the Middle School examination, of whom 100 passed; whereas at the close of the year under report 123 were successful out of 198 sent up from the nine schools.

The number of boys learning English in the Secondary stage has risen by nearly one-fifth, while on the side of Vernacular Secondary education there has been a decrease of two schools attended with a decrease of one-half in the number of scholars.

Boarding-houses in the Delhi District are generally unsuitable or wanting altogether. The Municipal Board school at Delhi suffers from the unhealthy nature of its boarding-house; the Municipal Board school at Sonepat has no boarding-house whatever; and the other boarding-houses in the District are all more or less inadequate or unsuitable.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

The District contained at the close of the year 84 Primary schools, having on their rolls a total of 3,167 scholars, against 79 schools and 3,452 scholars reported in 1884-85. The decrease of 285 scholars is mainly attributable to the enhanced rates of fees. The amount collected in fees from these schools in the year just over was Rs. 3,103; but in 1884-85 it was Rs. 3,212. The decrease of Rs. 109 is in Board schools alone, the Aided schools showing a slight increase in fees, and may be due to the great decrease in the number of pupils. Two hundred and ninety-seven candidates appeared for the Upper Primary standard examination during the year, 260 of whom passed, while in 1884-85 out of 335 candidates who appeared 283 passed. The result shows that though the number of candidates is less this year than it was then, the percentage of passes is much better, particularly in the case of Aided schools. These remarks are equally applicable in the case of the Lower Primary examination, where, out of 419 candidates 360 passed, against 427 candidates with 379 passes in 1884-85. There are 13 Zamíndárí schools now in the District, most of the pupils attending which are children of agriculturists. The new scheme of studies has not yet been adopted, nor had any action apparently been taken towards the encouragement of these schools, with special reference to the orders of Government, para. 5, Circular No. 13, dated 11th September 1889.

SECTION C.—FEMALE EDUCATION.

There are eight female schools altogether in the District, or five less than in 1884-85, two of the Middle and four of the Primary grade being Aided and the remaining two Board schools. They contain 306 pupils, whereas in 1884-85 the number of girls shown was 754. The decrease of 448 may be explained by the decrease in the number of schools and the exclusion of zanána classes. Two girls went up for the Middle standard examination from the S. P. G. Mission school and one passed, while for the Upper Primary examination 28 appeared and 15 passed. Neither of these standards were attempted in 1884-85. For the Lower Primary examination 34 girls appeared and 19 passed, against 21 candidates and ten passes in 1884-85. These results show considerable improvement mainly in Aided schools. The progress in needle-work shown by the pupils of both the Baptist and S. P. G. Boarding schools in Delhi is very marked.

SECTION D.—INDUSTRIAL SCHOOLS.

Classes for technical education were opened just at the close of the year in connection with one of the branches of the Delhi Municipal Board school, but they do not properly enter into the report for the past year.

SECTION E.—GENERAL QUESTIONS.

Fifty-four open, five Jubilee and 89 other close scholarships were awarded in conformity with the rules on the subject; but no Zamíndárí scholarships have yet been sanctioned for the special encouragement of education amongst agriculturists.

As far as the city of Delhi is concerned, fairly satisfactory progress is being made in the physical training of boys in the Secondary schools; but in the District, with the exception of a Gymnastic Instructor lately appointed, and a few necessary appliances supplied to the Ballabgarh school, nothing has been done in the way of physical education.

The conduct of students and the discipline in schools have been generally observed to be good. As a rule, the teachers in Secondary schools are fairly qualified men; but nearly half of those in Primary schools are either inefficient or need very careful looking after. Some of them still continue to receive less than the minimum rates of prescribed pay.

Some half dozen schools are in urgent need of proper buildings; and the want of science apparatus, text-books and furniture also has had to be brought to the notice of the Deputy Commissioner.

Appendix A. Delhi Circle. Delhi.

The number of Muhammadan boys has increased since 1884-85 by 1,018, their total being this year 2,351 in all stages. In Primary schools, while there has been a falling-off among Hindús, the Muhammadans have increased by one-fourth.

The provision made in the District Fund Budget falls short by Rs. 3,429 of 25 per cent. of the District fund income. The gross expenditure still falls short by Rs. 1,668 of the sum provided; though the net expenditure exceeds by Rs. 989. the amount expended in the previous year still falling short, however, of the net expenditure of the year before localization by abont Rs. 1,200. Arrangements have been made to utilize a part of this balance on three new Zamíndárí schools, costing altogether Rs. 375. The remainder may be expended on the entertainment of a Gymnastic Instructor for the district and on Zamíndárí scholarships. In fact, the whole will be probably utilized during the ensuing year.

The provision made by the Delhi Municipality falls short of the sum that may be required of them by Rs. 25,341, while the gross expenditure falls short of the provision by Rs. 3,194; but the net expenditure has increased since the previous year by Rs. 771, though it still falls short of the net expenditure during the year before localization by Rs. 1,488, which is due entirely to the increased income from fees The gross expenditure of the Sonepat Municipality has exceeded the provision made in the budget, though it falls short of the minimum sum that may be required of it.

The management of District Board schools has not been on so satisfactory a basis as it might be; the Local Bodies not having yet thoroughly grasped their responsibilities in educational matters.

The satisfactory management of Municipal Board schools is the very last of their duties thought of by the Municipal Boards, and the rule regarding the submission of their proceedings to the Inspector is rarely observed.

SECTION F.—INDIGENOUS AND OTHER PRIVATE SCHOOLS.

There is one more than last year of the elementary private schools maintained by the Baptist Mission in and outside Delhi for the education of low caste boys. These were in 1884-85 included in the returns of Aided Primary schools. Some of the boys were presented for the Upper Primary examination this year, and though certificates were given to those who passed the schools could not earn a grant, as the conditions laid down in the Code were not fully complied with.

SECTION G.—GENERAL STATE OF EDUCATION.

The general state of education in the District may be regarded as fairly satisfactory only as far as Secondary education is concerned, though even here a comparison with 1884-85 would appear to be unfavourable in some respects. In Primary schools the teachers are wanting either in ability or exertion, and the people are, as a rule, apathetic. In some cases sufficient progress has not been made in consequence of a double set of classes, Urdú and Nágrí, having had to be kept up under one teacher; and there are but two schools maintained by Local Bodies in the District for the education of girls.

SECTION H.—WORK OF THE DISTRICT INSPECTOR.

Inspection work suffered towards the close of the year owing to the ill health of Lálá Prabhú Diyál, the late District Inspector, resulting in his death in March last. Lálá Khiyálí Rám, the Officiating District Inspector, has done good work for the short time he has held the post.

SECTION I.—WORK OF TAHSILDARS.

The tahsíl of Sonepat is the only one where Civil Officers have made regular inspections. The Tahsíldár of Ballabgarh has made a few visits, but the Tahsíldár of Delhi scarcely any.

SECTION J.—SPECIAL EFFORTS ON THE PART OF NATIVE GENTLEMEN.

A few native gentlemen have shown some interest in the cause of education, and their names have been brought to the notice of the Deputy Commissioner.

KARNAL DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

The Karnál District contains five Secondary schools, of which two are Vernacular—Púndrí and Kunjpura—and three Anglo-Vernacular—Karnál, Pánipat and Kaithal. They contain 769 boys, and are the same as existed in 1884-85, at which time they contained 794 boys.

The total amount of fees collected in these five schools is Rs. 3,271, which is a large increase over the amount realized in 1884-85.

For the Middle School examination 57 boys appeared from these schools and 32 passed. In 1884-85 40 boys appeared and 24 passed.

English is making greater progress than Vernacular education in the District; and the number of boys in the Secondary stage of the Anglo-Vernacular schools is more than double what it is in the same stage of the Vernacular schools; while out of 397 scholars in the Upper Primary stage of Primary schools and Primary departments of Secondary schools, 173, or more than one-half, are learning English.

The boarding-houses in the district were found in the same unsatisfactory state as last year, the defects pointed out not having been remedied; but since the inspection something has been done in the direction of carrying out the suggestions made about them.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

The total number of Primary schools in the District is 59, against 41 in 1884-85, and the number of scholars in them is now 1,617, against 1,476 then.

The fees collected in the Primary schools, including Branch schools, amounted to Rs. 565, which is greatly in excess of what was realized in 1884-85.

In the Upper Primary examination 185 boys appeared and 117 passed, while in 1884-85 128 went up and 85 passed.

In the Lower Primary 258 went up and 189 passed, against 271 candidates and 168 passes in 1884-85.

There are seven Zamíndárí schools, two in each tahsíl, except Karnál, where there is one. They contain 152 boys. They were formerly almost equal to Primary schools, but are now classed and taught as Zamíndárí schools.

SECTION C.—FEMALE EDUCATION.

There are only two female schools in the District, both aided, but one of these is described by the Inspectress of Schools as nothing more than a mere collection of zanána classes. These contain now 100 pupils, against 48 reported in 1884-85; all the pupils are in the Lower Primary stage, and none have come up to the Lower Primary standard of examination.

SECTION D.—INDUSTRIAL SCHOOLS

There are no Industrial schools in the District.

SECTION E.—GENERAL QUESTIONS.

Scholarships are generally awarded according to the rules laid down, and no departure has been brought to notice. There were altogether 52 scholarships held in the Secondary schools at the close of the year under report, of which 7 are open, 42 close, and 3 Jubilee scholarships.

Something has been done with regard to physical education, but not enough. Arrangements have been made in connection with the schools at Karnál, Pánipat and Kunjpura; but nothing has been done for Kaithal and Púndrí. A Gymnastic teacher has lately been appointed to visit each Middle school in turn.

The conduct of the school boys has been satisfactory, and discipline and moral training are receiving attention.

The number of certificated teachers is increasing every year, but the number of inefficient men is still large, and the District Board does not quite relish the idea of getting rid of old servants, however incompetent they may be. However, things are better now than a few years ago.

It is satisfactory to note that some of the old buildings have been repaired, and arrangements are in hand for some new buildings also, though nothing has been done to improve the accommodation of boarders anywhere.

Appendix A. Delhi Circle.

Karnál.

It is much to be regretted that the number of Muhammadans reading in Secondary schools has slightly decreased since 1884-85; but in the Primary schools the increase in the number of Hindús and Muhammadans has been in almost equal proportions. The number of Sikhs continues to be insignificant, as there is no population of this community indigenous to the District.

Though the provision budgeted for education falls short by Rs. 2,000 of the required percentage of the actual income of the Board, and the gross expenditure during the year falls short of the amount budgeted by Rs. 1,279, it is satisfactory that the amount expended by the Board during the year under report is more than the expenditure in the preceding year, and also than that before localization.

It is also satisfactory that arrangements have been made to expend the whole of the amount placed at the disposal of the District Board for the extension of Primary education.

The expenditure from Municipal funds is satisfactory in all cases, and any small decrease in the net amount of expenditure since localization is due mainly to the increase of tuition fees.

The management of District Board schools is not marked by any great activity, nor have any steps been taken to encourage and promote education or to improve inefficient instruction by the appointment of qualified teachers.

The management of Municipal Board schools is satisfactory, and the school at Karnál is improving under the present head master. The Committees, however, have had to be reminded to keep the Inspector supplied with copies of their resolutions regarding the schools under their care.

SECTION F.—PRIVATE SCHOOLS.

Only two Indigenous schools have been brought under the operation of the Code since 1884-85, and there are no private schools except Indigenous schools in the District.

SECTION G.—GENERAL STATE OF EDUCATION IN THE DISTRICT.

On the whole, the prospects of education in the District have lately improved. The schools have increased; a number of Zamíndárí schools have been established; a beginning has been made to bring Indigenous schools under the influence of the Department; provision and maintenance of school buildings and the supply of furniture and appliances have engaged attention; but a great deal remains to be done in the way of popularizing education, of weeding out idle and inefficient teachers, and of providing suitable accommodation for all schools where it is wanted, as well as for boarders in attendance at Secondary schools.

SECTION H.—WORK OF DISTRICT INSPECTOR.

The work of the District Inspector, Munshí Niáz 'Alí, who held the post till August, was satisfactory. The present District Inspector, Munshí Muhammad Ashraf, B.A., also promises to do well.

SECTION I.—WORK OF TAHSILDARS IN CONNECTION WITH EDUCATION.

As a rule, the Tahsíldárs and their Náibs have visited the schools in their respective jurisdictions with fair regularity; but they do not appear to have been successful in enlisting the sympathies of the people in the cause of education.

SECTION J.—SPECIAL EFFORTS ON THE PART OF NATIVE GENTLEMEN IN THE CAUSE OF EDUCATION.

The name of no native gentleman whose special efforts in the cause of education deserved acknowledgment, has been brought to the notice of the Deputy Commissioner during the year.

UMBALLA DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

Umballa.

There were 17 Secondary schools in the District in the year under report, against 16 in 1884-85. The increase of 1 is due to the addition of the Victoria Jubilee school in the cantonment, which was brought on the list of Aided schools in 1888-89. The total number of pupils attending these schools shows a falling-off from 2,773 to 2,649, which may be accounted for by the closure of the Mahájaní branch at Rúpar, and by the removal of one or two Lower Primary departments to separate buildings.

The income from fees for the year under report has risen from Rs. 4,935 to Rs. 9,723 during the last five years.

In the Entrance examination held in March 1890, 5 candidates were successful out of 16 who appeared, against 4 who all passed in the year 1884-85, and in the Middle School examination 111 passed out of 161, against 77 out of 93

The progress of English education has been very satisfactory, especially in the Secondary stage; but in the Primary stage the advance of Vernacular education must be always greater, because the number of schools for English education in this stage is very limited.

The question of boarding-houses has been receiving much attention, and there is no school without a boarding-house where it is wanted.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

The number of Primary schools had increased from 72 to 88 since 1884-85, but 5 have been transferred to the Karnál District, with a number of villages, under the orders of Government, so that there are 83 schools now. The number of pupils has decreased from 3,726 to 3,439, which is mainly due to the fact that since the new rules regarding the levy of fees came into force, the teachers have no longer been able to keep on the rolls the names of the boys who were not *bonâ fide* students. The attendance in the Upper Primary stage has, however, increased, which shows that the instructional progress has been good.

The collections in fees for the year under report are Rs. 1,623, a pretty fair increase over Rs. 1,150 collected in 1884-85.

The result of the Upper Primary examination has been good, 324 passing out of 474, against 219 out of 300 in 1884-85. The result of the Lower Primary examination shows a slight falling-off 474 passed out of 664, against 487 out of 626; but it is by no means proportional to the decrease in the number of pupils in that stage.

There are 7 Zamíndárí schools attended by 128 pupils; but as the new scheme has very lately been introduced, there is nothing to be said, but that at least one Zamíndárí school has been provided in every tahsíl under the orders of Government.

SECTION C.—FEMALE SCHOOLS.

The number of girls' schools remains the same, *viz.*, 3; and the number of pupils does not show any improvement, there being 51 now, against 53 in 1884-85; but the instruction seems to have somewhat improved, and in one of these needle-work is also taught with success.

SECTION D.—INDUSTRIAL SCHOOLS

NIL.

SECTION E.—GENERAL QUESTIONS

The rules regarding the award of scholarships are generally observed; but it is much to be regretted that the establishment of a few Jubilee scholarships found no favour with the District Board.

Physical education has been receiving attention; and much progress has been made in the Secondary schools. They are all supplied with the simple gymnastic apparatus, and a gymnastic instructor has been appointed, who goes about to all these schools in turn, while the schools in the principal Municipalities have each a separate master of their own.

The conduct of students and the discipline in schools have generally been good. The Municipal Board school at Rúpar has been suffering in the latter respect in consequence of the injudicious conduct of the head master, who has now been transferred.

The work and the qualifications of teachers have been fairly satisfactory; though the number of inefficient men has not been much reduced owing to the insufficient supply of trained men.

The number of schools in which teachers are also employed as post masters is 7, and this additional work has in no way interfered with their legitimate duties.

The state of the school buildings has generally been satisfactory; but the necessary furniture has not yet been supplied The Municipal Board school at Jagádharí is ill accommodated; but a new building is under construction.

In the Secondary stage of Anglo-Vernacular schools the number of Muhammadans has more than doubled, while that of Hindús and Sikhs has also increased; but in that of Vernacular schools the number of Muhammadans shows a falling-off, while the number of Hindús has increased. The decrease in the Primary stage is, however, general. The female schools are attended exclusively by Muhammadans.

Appendix A
Delhi Circle
Umballa.

It is satisfactory to remark that the budget provision for education exceeds the minimum that may be required by Government by Rs. 1,222, though the gross expenditure slightly falls short of the amount provided. The provision for Primary education is only a little short of what the Committee might have been required to expend on it.

Of Rs. 3,013 placed at the disposal of the District Committee for the extension of Primary education, Rs. 2,512 have already been utilized, and the balance, Rs. 501, is available for future expenditure on Indigenous schools.

The provision made for education from Municipal funds, as compared with the minimum sum that the Committees may be required to provide, is satisfactory in all cases with the exception of the Umballa Municipality, where it falls short by Rs. 2,000, at the expense of the efficiency of the school under Municipal control.

The management of District Board schools is satisfactory, as they are virtually managed by the Deputy Commissioner, who is the President of the Committee.

The management of the Municipal Board schools is subject to the control of District authorities, and is improving.

The Local Bodies have, in most cases, supplied copies of their resolutions to the Inspector, though under some pressure.

SECTION F.—PRIVATE SCHOOLS.

Only five Indigenous schools have yet been brought under the operation of the Code, which is a small number; but it is hoped that the number of such schools will soon increase, as the advantages offered by the Department are publicly known.

There is only one private school, other than Indigenous, called the Násir-ul-Mominín school, and it contains 39 pupils, 18 less than in 1884-85

SECTION G.—GENERAL STATE OF EDUCATION.

The progress made during the past 5 years has been, on the whole, satisfactory. The number of institutions has increased, and the number of pupils in higher classes has improved; results of various examinations are good; physical training and discipline have received attention; and the quality of instruction is improving. Female education, however, shows no improvement.

SECTION H.—WORK OF DISTRICT INSPECTOR.

The work of the District Inspector, Munshí Barkat 'Alí, B.A., lately transferred elsewhere, has been satisfactory.

SECTION I.—WORK OF TAHSÍLDÁRS IN CONNECTION WITH EDUCATION

The Tahsíldárs and their Náibs have visited the schools more regularly than before; but there is nothing connected with their work worth mentioning.

SECTION J.—SPECIAL EFFORTS ON THE PART OF NATIVE GENTLEMEN

There are no names deserving of special mention in the reports which have come under my notice for any real and genuine interest in promoting the cause of education in the District.

JULLUNDUR CIRCLE.

KANGRA DISTRICT.

SECONDARY SCHOOLS FOR BOYS

Number and distribution of schools and scholars.

The number of Secondary schools in the District is six, or one more than in 1884-85, and that one is the Vernacular school at Nádaun, where a Middle department was opened in 1887. The number of Anglo-Vernacular and Vernacular schools in the District is equal. All the Vernacular schools, *viz.*, those at Sujánpur, Sultánpur (Kulú) and Nádaun, and the Anglo-Vernacular school at Pálampur, are under the management of the District Board. The school at Núrpur is a Municipal Board school, and that at Kángra is a grant-in-aid school maintained by the Church Mission Society. All the schools are of the Middle grade.

The number of boys reading at the Middle stage in Secondary schools at the close of the year was 164, which is 60 more than that in 1884-85. In Anglo-Vernacular schools the increase amounts to 11 per cent., in Vernacular schools to 126 per cent. The reason why the increase in the two kinds of schools has not been equally proportionate seems to be that boys from Vernacular schools can obtain employments very easily, while the inducements for Anglo-Vernacular students are not equally favourable. The total number of boys reading in Secondary schools, including those in the Primary departments, at the close of the year, was 820, or 121 more than at the end of 1884-85.

Fees

In consideration of the backward state of education in the District and the poverty of the people, fees in Vernacular schools in Kángra Proper are levied at one-fourth the rates prescribed in the Education Code, and the Government has sanctioned their total remission in Kulú. In Anglo-Vernacular schools the rates are one-half of those laid down in the Code. The income from fees during the year amounted to Rs. 1,548, or Rs. 332 more than the amount realized in 1884-85.

Results of examination.

All the Secondary schools in the District being of the Middle grade, no results of the Entrance examination are to be recorded. To the last Middle School examination the Anglo-Vernacular and Vernacular schools sent up 29 candidates each and passed 21 on either side, *i. e.*, in all 42 out of 58. The percentage of passes was less than that obtained in 1884-85, but the number of candidates sent up and the number passed were greater. The results are satisfactory and a great improvement over those for the previous year. The number of private candidates who went up to that examination was 4 on the Anglo-Vernacular and 7 on the Vernacular sides. Of the former one and of the latter two were successful.

Advance of English compared with Vernacular education

The desire for the study of English among the rising generation in this District does not seem to be so striking as it is in Districts in the plains. The cause for this is the unwillingness of the boys to go down to the plains to prosecute their studies further after passing the Middle School examination, and, in some cases, the poverty of the people. Partly owing to this and partly because the students who pass the Middle School examination in Vernacular can find employment very easily, the increase in the number of scholars studying English has not been so satisfactory as could be expected.

Boarding-houses.

Boarding-houses are attached to all the Secondary schools in the District; but the arrangements with, perhaps, one exception, are not satisfactory, at least they were not so when the inspections were made in June last. Since then provision has been made for better accommodation at Pálampur and Sultánpur, and the house at Núrpur has been repaired.

PRIMARY SCHOOLS FOR BOYS.

Number and distribution of schools and scholars

The number of Primary schools for boys at the close of the year was 46, with an attendance of 2,292 scholars, against 43 schools containing 2,316 pupils at the end of 1884-85. The decrease of 24 in the number of pupils is due to the stoppage of stipends, which used to be paid to many a poor scholar in the District, and to the strict observance of rules laid down in the Code regarding the levy of fees and the treatment of absentees. The total number, however, of boys reading at the Primary stage was 37 more than in 1884-85. Only one of the Primary schools in the District is an Aided institution. It is the Church Mission school at Dharmsála, attended chiefly by the sons of the *Gurkhas* stationed there.

Fees.

As in the Secondary Vernacular schools, fees are levied at one-fourth the prescribed rates. The income from this source during the year amounted to Rs. 430. In 1884-85 fees were not levied in Primary Board schools. The amount collected at the Aided school, Dharmsála, and the Primary departments attached to Board schools at Sujánpur and Pálampur, was abut Rs. 200.

Jullundur Circle.

Kángra.

Results of examinations.

The results of the Upper and Lower Primary examinations compare very favourably with those for 1884-85, and show efficient teaching on the part of the teachers and good control on that of the inspecting officer.

Zamíndárí schools.

The number of Zamíndárí schools at the close of the year was three, and the numbers attending them were 108. They had not been reorganized according to the new system when the last annual inspections were made. They corresponded in all respects with the ordinary Primary schools. One of these schools has since been closed, and the remaining two have been allowed, under the sanction of the Director, to continue to follow the scheme of studies prescribed for ordinary Primary schools. Four new Zamíndárí schools have been opened or are about to be opened in the District.

Kailang school.

The school at Kailang in Láhoul, the most backward part of the District, has never been reported favourably. It is highly desirable that an efficient school should be maintained there. Till the end of December 1888, the attendance of the boys in this school was compulsory, their parents being allowed exemption from the *begár*. As the *begár* system has been abolished or is being abolished everywhere in the District, it has been decided, with the sanction of Government, that the attendance of the boys in the school should no longer be under compulsion, and that in summer, when there is traffic on the road, and the services of the boys are required by their parents in the fields, the school should be closed. Thákur Harí Chand, the Negí of the place, and other Thákurs, have been directed by Government to see that the school is well attended in winter.

Female schools.

There were five girls' schools in the District in 1884-85. The school at Sujánpur having been closed in 1887 for want of attendance and efficient teaching, the number was reduced to four, which it was at the close of the year under report. The number of scholars in attendance at these schools has increased considerably, and the results of examinations compare very favourably with those for 1884-85, when only one girl passed by the Lower standard Some improvement has, no doubt, taken place in the condition of the girls' schools, both numerically and instructionally; but it is far from satisfactory, the teachers being generally incompetent or inefficient. Needle-work receives good attention.

Industrial schools.

There are no Industrial schools in the District.

GENERAL QUESTIONS.

Scholarships

The expenditure on scholarships and stipends during the year amounted to Rs. 1,500, or Rs. 224 more than the amount expended in 1884-85. The payment of stipends has been stopped. The only stipends allowed are those tenable in the school at Kailang, where it is desirable that the study of Urdú should be encouraged to enable the students to act as interpreters between the people and the visitors. Besides the 18 open and 6 close scholarships founded from District and Municipal funds, special scholarships tenable in Middle and Primary departments for the encouragement of learning among the people in Kulú have been established from District funds and partly also from subscriptions.

Physical training.

Physical instruction in schools has not hitherto received much attention. All the Secondary and some of the important Primary schools have been provided with simple gymnastic apparatus; but there is no instructor to give directions. The appointment of one on Rs. 16 per mensem has recently been sanctioned. Native games are played everywhere, and the boys have had besides a good deal of exercise in going up and down the hills. Generally speaking, the appearances of the boys are healthy.

Conduct of students.

The conduct of the students has been generally satisfactory. Cleanliness in the hills, especially in those parts of the District which are very cool, is not much observed; but it is satisfactory to note that the people are becoming alive to its advantages. The discipline in schools has been good, and the authority of the school master has been well maintained. Moral instruction is conveyed through the medium of the lessons contained in the Readers in use. The people are generally simple, honest and truthful.

Work of teachers.

The work of the teachers has been generally satisfactory, and special efforts seem to have been made to rectify the defects in teaching pointed out by the inspecting officers at previous inspections. Of the teachers employed in the District, a little less than one-half are certificated men. Those who have passed the Middle School examination will gradually be sent for training to the Normal school.

School buildings.

The school buildings are generally in good condition, and afford fairly sufficient accommodation. Books of reference have been supplied to most of the schools, and the text-books in use to the teachers in Middle schools. Apparatus to illustrate physics is available in only one of the Anglo-Vernacular schools in the District, *viz*, that at Núrpur. A set will be supplied during the current year to the Pálampur school, and the Vernacular schools, it is hoped, will also be gradually furnished with this most important appliance of instruction in science.

Appendix A
Jullundur Circle.

The Sikh population in the District is insignificant, and that of the Musalmáns is very small compared with that of the Hindús. The Musalmáns, however, are well represented in schools. Their number at the Middle stage has increased since 1884-85 by 83 per cent.; but that in the Primary department shows a decrease of 11 per cent. The girls' schools are attended chiefly by the Hindús. The proportion of Hindú boys receiving instruction in schools in the District, is very much less than in other Districts of the Circle, it being only 8 in every one thousand of the Hindú male population of the District.

Kángra
Muhammadan education

The net amount expended by the District Board on education during the year was Rs. 15,048, or Rs. 2,708 more than that expended in 1885-86. The expenditure from Municipal funds on the same object amounted during the year to Rs. 1,492, which is less than that expended from the same source in 1885-86 by Rs. 1,213. The decrease is due chiefly to the abolition of some of the minor Municipalities in the District and the transfer of their educational charges to the District funds. The only existing Municipal Committee, which maintains a school, is that at Núrpur, and there it has been very liberal to its school.

Expenditure from District and Municipal funds.

The District Board schools are well managed by the District Inspector, acting under the orders of the Deputy Commissioner, who takes a special interest in education. The only Municipal Board school in the District, *viz.*, that at Núrpur, has not been well managed. The members of the Committee are slow to remove irregularities, and the Deputy Commissioner and the Department have had much ado to make them understand their duties.

Management of Board schools.

The schools maintained by the Rájas, in lieu of the remission of the education cess due from their jágírs, have not been well managed. The wants of the schools are very dilatorily supplied, and the teachers are not paid regularly as those of the District Board schools are. The schools, it is hoped, will be placed under the District Board on the completion of the settlement now going on, and arrangements will be made to credit to the District funds the contributions due by the Rájas.

Rájas' schools.

There are only 15 private schools in the District. They are attended by 285 scholars. The schools for teaching Hindí and Sanskrit books by rote are 4 each. The number of Qurán schools is 3, and that of institutions for teaching Mahájaní 2. The remaining 2 are schools for teaching Urdú and Sanskrit.

Private schools.

Only one of these schools was examined for grants.

The instructional condition of the schools in the District is generally satisfactory, but their numerical strength has much diminished owing to the abolition of stipends and, partly also, to the levy of fees in Primary schools, which formerly did not pay it. The establishment of a number of close Middle school scholarships, and the award of prizes to boys successful at examinations, will, it is hoped, improve the attendance. An Anglo-Vernacular school with a High department is a great desideratum in the District, but for this the funds are not available at present.

General progress.

HOSHIARPUR DISTRICT.

SECONDARY SCHOOLS FOR BOYS

Hoshiárpur.

The number of Secondary schools for boys in the District at the close of the year was 10, or one more than in 1884-85. Of the schools, four, including the High school at Hoshiárpur, are Anglo-Vernacular and the remaining six are Vernacular schools of the Middle grade. Of the four Anglo-Vernacular schools two are maintained by Municipalities and the remaining two are unaided institutions kept up for boys desirous of learning English after passing the Middle School examination in Vernacular. The Vernacular schools, with one exception, *viz.*, that at Mahalpur, which is a District Board school, are all under Municipal management. The Vernacular High school at Tánda, the only institution of its kind in the Province, was converted into an Anglo-Vernacular school of the Middle grade during the year. The introduction of the study of English into that school has been the cause of the collapse of another Vernacular Middle school, *viz.*, that at Urmar, which is only a mile distant from Tánda.

Number and distribution of schools and scholars

The number of scholars at the High stage has slightly fallen. The decline is due partly to the closing of the High department at Tánda, and partly to the fact that weak boys in the highest class of the Municipal Board school at Hoshiárpur are allowed to slip away before the examination. At the Middle stage the number of Anglo-Vernacular students has increased by 27 per cent; the number of Vernacular students shows a falling-off, amounting to 34 per cent. The increase in the one case, and the decrease in the other, are due to the introduction of English in the Tánda school, and the consequent closing of the Middle department at Urmur.

The total number of boys at the Secondary stage at the close of the year was 381, or 203 less than in 1884-85.

Appendix A.

Jullundur Circle

Hoshiárpur Fees.

The income from fees in Secondary schools has greatly increased since 1884-85. The total amount collected during the year was Rs. 6,047, or Rs. 2,694 more than that realized in 1884-85. The Code rules on the subject are strictly observed.

Results of examination

The results of the Entrance examination held in March last were very satisfactory All the 9 candidates sent up on the Arts side by the Municipal Board school at Hoshiárpur were successful, and two of them were placed in the 1st division. From the Tánda school 8 candidates were sent up on the Vernacular side, of whom 4 passed These results compare very favourably with those obtained in 1884-85, when only 50 per cent of the candidates sent up were successful. Of the five private candidates who went up from the District, only one passed. The results of the Middle School examination for Anglo-Vernacular schools have also been very satisfactory. In Vernacular schools the percentage of passes was lower than that obtained in 1884-85 by about 21. The decline in this case is attributed to the prevalence of cholera in some parts of the District during the year.

Advance of English.

The study of English having been added to the curriculum of two Vernacular schools in the District, and the same number of Unaided Anglo-Vernacular schools having been established by private persons, the number of boys reading that language has increased considerably, *viz.*, by 63 per cent. since 1884-85. The advance in the number of boys reading English and the decline among those reading the Vernacular, notwithstanding that the rates of fees are far higher for the former, is ample evidence of the fact that English is much sought for by all classes of people in the District.

Boarding-houses.

Boarding-houses are attached to all the Secondary schools in the District; but, with one or two exceptions, the accommodation is everywhere insufficient, and the houses are ill-lighted or unsuitable in other respects. The arrangements also are generally unsatisfactory, the houses being not well furnished and the establishment scanty. Improvement in all these respects is expected.

PRIMARY SCHOOLS FOR BOYS.

Number and distribution of schools and scholars

The number of Primary schools at the close of the year was 94, which is 13 more than that at the end of the year 1884-85. The increase is due to several Zamíndárí and other Primary schools having been opened since. As a consequence of the increase in the number of schools, the attendance has greatly improved. The number reading at the Primary stage at the close of the year was 5,611, or 646 more than in 1884-85

Fees

The income from fees during the year amounted to Rs. 2,471, which is more than double the amount realized in 1884-85. Bharwáin, a hill station in this District, is the only place where a remission in the rates has been sanctioned.

Results of examination.

The results of the Upper and the Lower Primary examinations held during the year are a great improvement over those for the year 1884-85.

Zamíndárí schools

The number of Zamíndárí schools which did not exist in 1884-85 was at the close of the year 8, and 3 of these were opened during the year. The new scheme prescribed for these schools is not popular. Perhaps the localities have not been well selected.

FEMALE EDUCATION.

Female schools.

Female education in the District is in a backward condition. There are only two girls' schools in the District, and of these neither is a Board school. The one which receives aid from the Provincial revenues is a Mission school. The other, managed by a committee of educated native gentlemen, is an unaided institution. Both the schools are at the head-quarters of the District. Some increase in the number of scholars attending female schools has taken place; but there is nothing to show in the way of results of examination by the standards

GENERAL QUESTIONS

Scholarships

The expenditure on scholarships during the year was nearly one-half of that in 1884-85; all the close Middle school scholarships established for the benefit of agriculturists having been abolished. Recently twelve Zamíndárí and twelve Jubilee scholarships have been established from District funds, besides the 8 Jubilee scholarships payable from Municipal funds

Physical training.

Physical instruction receives fair attention in the District. All the Secondary schools have been supplied with simple gymnastic apparatus and with monitor instructors. Arrangements are being made to supply them to all the important Primary schools There is also a gymnastic instructor for the

District who visits Secondary schools in turn, and gives directions to the monitors and boys. The boys in the Hoshiárpur school, where the head master is a European, are well exercised in all sorts of sports under the supervision of the teachers. In some of the Vernacular schools the time devoted to physical instruction is grudged by the teachers.

Hoshiárpur.

The conduct of the boys has been good; cleanliness is pretty well observed, except, perhaps, in the hilly parts of the District; and the discipline is improving with the increasing supply of trained teachers.

Conduct of students.

The work of the teachers has generally been satisfactory. They are men of very fair qualifications. All vacancies are filled by trained men. Those holding certificates of having passed the Middle School examination are being gradually sent to the Normal school.

Work of teachers

The buildings for Secondary schools are generally well built and in good order, but they are more or less insufficient in accommodation, and some of them require to be extended very urgently. The accommodation is also insufficient in several of the Primary schools Some schools, of which the number is not large, require houses of their own.

School buildings.

The schools are not well supplied with furniture and appliances, and no Vernacular school has yet been provided with a set of apparatus to illustrate physics and chemistry.

The Muhammadans are well represented in schools in the District, but their number at the higher stages of instruction is small. During the year there has been a satisfactory increase in the number of Musalmán boys reading in schools, owing to the opening of a number of Indigenous schools on the grant-in-aid principle.

Muhammadan education.

The girls' schools are attended exclusively by the Hindús.

The net expenditure on education by the District Board amounted during the year to Rs. 23,319, and that by the Municipal Committees to Rs 1,065. Both these amounts are much less than the minimum amounts which may be asked for by Government to be expended on education from their income proper. The expenditure from District funds, however, exceeds that for 1884-85 by Rs. 608, while that from Municipal funds is less by Rs. 1,436. To some of the Municipal Committees in the District the schools have been a source of income.

Expenditure from District and Municipal funds.

The District Board schools are efficiently managed by the District Inspector, acting under the orders of the Deputy Commissioner. With the decisions of the Education Sub-Committee of the Board, to whom some powers have been delegated, he has sometimes to disagree, and this causes a certain amount of friction The school at the head-quarters of the District is fairly well managed by the Municipal Committee, who have for their President a missionary gentleman, who understands educational questions thoroughly, and is cognizant of the requirements of schools. The members of minor Municipalities have constantly to be guided by the orders of the Deputy Commissioner in their management of public institutions, and especially of schools whose requirements are seldom properly attended to.

Management of Board schools.

There were at the close of the year 192 Indigenous schools with an attendance of 2,867 scholars, against 100 schools attended by 1,321 pupils in 1884-85.

Private schools.

This is, perhaps, the only District in the Circle in which the Indigenous schools have so largely increased. In other Districts the number has considerably diminished owing to a change in the definition of the term *school*. Qurán is taught in 88 schools, of which four are female. The schools in which a Vernacular language is taught are 51, and 24 are returned as schools for teaching bázár accounts. The number of schools for teaching classical languages and Persian is 25.

Fifteen schools attended by 679 scholars were examined for grants during the year. Last year only one school was so examined.

The general state of education in the District, so far as the boys' schools are concerned, is satisfactory. All the Secondary schools, both Anglo-Vernacular and Vernacular, are in an efficient condition, especially those at Hoshiárpur and Hariyána. The Primary schools also are generally well managed, and there are few of these schools which can be pronounced bad. The desire for the study of English is steadily on the increase. English schools under private management are springing up

General progress.

The Board schools, however, have not been well supplied with furniture and appliances, and to this the attention of the Boards has been drawn.

Appendix A.

Jullundur Circle.

Jullundur.

JULLUNDUR DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Number and distribution of schools and scholars.

There were at the close of the year under report 14 Secondary schools in the District, or one less than at the end of 1884-85. The decrease is apparent, not real. The Middle and Primary departments of the Municipal Board High school at Jullundur, which were then returned as a separate aided institution, are now shown under the main school. The number of High schools is 2, both Anglo-Vernacular, and situated at the Sadr. Of these one is maintained by the local Municipality and the other by the American Presbyterian Mission. Of the Middle schools, 12 in number, 3, *viz.*, the Municipal Board schools at Ráhon and Kartárpur and the Aided Victor school in Jullundur Cantonment, are Anglo-Vernacular and the rest are Vernacular schools. The Victor school was started during the year to take the place of the Mission school, which did not fully meet the requirements of the people and had to be closed in consequence. The number of scholars reading in the Secondary stage has risen from 617 in 1884-85 to 726, thus showing an increase of about 18 per cent. At the Upper Primary stage the numbers have slightly fallen; but at the Lower Primary stage a considerable decline, amounting to 21 per cent., is observed. The diminution is due to several causes: firstly, to the establishment at Jullundur of the Model school in connection with the Normal school which has attracted more than 100 pupils from other schools in the town; secondly, to the introduction of the new rates of fees; and, thirdly, to the prevalence of cholera in several localities in the District during the last rainy season.

Fees.

The amount realized in fees in Secondary schools during the year was Rs. 10,690, or Rs. 4,772 more than that collected in 1884-85. The increase, which is evidently due to the introduction of higher rates, has been the most marked in Anglo-Vernacular Board schools, where the income has risen from Rs. 1,394 to Rs. 5,046.

Results of examinations.

To the Entrance examination of the Punjab University held in March last, the District supplied 48 candidates, of whom 18 passed. The success of the Municipal Board High school, Jullundur, at this examination was very creditable. Of the 11 candidates sent up by that institution, 8 passed, 3 being placed in the 1st division, and only one in the 3rd. The Mission High school came out badly, passing only 7 out of the 29 candidates sent up, and none in the 1st division. Of the 8 private candidates, 3 were successful. The percentage of passes for the District, 37·5, is lower than that obtained in 1884-85, when 15 passed out of 34.

The number of candidates supplied to the last Middle School examination was 146 on the Anglo-Vernacular and 130 on the Vernacular side. Of the former, 90, or 61 per cent., and of the latter 73, or 56 per cent., were successful. Both these figures include private candidates. The percentage of success for the public schools was higher, being 71 in the case of Anglo-Vernacular and 64 in that of Vernacular candidates. The schools which greatly distinguished themselves at this examination are the Municipal Board schools at Jullundur, Ráhon, Kartárpur and Banga and the District Board schools at Adampur and Sháhkot. The percentage of passes on both the Anglo-Vernacular and Vernacular sides in 1884-85 was higher.

Advance of English.

The desire for the study of English continues as strong as ever. The number of boys reading that language at the Secondary stage has increased considerably since 1884-85, notwithstanding the higher rates of fees which they are now required to pay.

Boarding houses.

Boarding-houses are attached to all the Secondary schools but one in the District, and they appear to have been managed very fairly. The boarding-house attached to the Municipal Board school, Jullundur, is unsuitable and ill-ventilated. Comfortable barracks, it is hoped, will be built when the Municipal Committee is able to give to the school a new building. The boarding-house at Ráhon is overcrowded. There the rush of boys seeking admission is very great. About one-half of the scholars in attendance at the school are those who have passed the Upper Primary examination in Vernacular and are now reading English. The popularity of the boarding-houses in the District is increasing every year. Under good management and with satisfactory arrangements, they will become very useful institutions.

School building for Jullundur Municipal Board school.

A good site for a building for the Municipal Board school, Jullundur, of the estimated value of Rs. 10,000, has been presented as a gift by His Highness the Rája of Kapúrthala. Subscriptions will shortly be called for for the erection of a building, and an application for a grant from Government will be made.

Appendix A.

Jullundur Circle.

Jullundur.

PRIMARY SCHOOLS FOR BOYS.

Number and distribution of schools and scholars.

This District contained at the close of the year 98 Primary schools, against 82 in 1884-85. Of the total number of schools, 3, *viz.*, the Model school and the two branches attached to Mission school, Jullundur, are Anglo-Vernacular and the rest are Vernacular schools. The Model school is under the management of the Department. The number of schools under the management of Municipal Committees is 4, and that under the District Board is 91.

Though the number of schools has increased by 16 since 1884-85, the attendance at the Primary stage is stationary. The causes of the great decline in the Primary departments of Secondary schools have already been mentioned.

Fees.

The income from fees during the year in Primary schools amounted to Rs. 2,503, which is more than two-and-a-half times the amount derived from that source in 1884-85. In Government and Board schools the increase under this head has been 80 per cent.; in Aided schools a little more than 5 per cent. The rules regarding the levy of fees laid down in the Code are strictly observed.

Results of examination.

The results of the Upper Primary examination held during the year compare very favourably with those held in 1884-85. Both the number of candidates and the number passed were higher, and the percentage of passes was about equal. For the Lower Primary examination the number of candidates compared with 1884-85 was slightly less, and the number of passes less by 53, or 6 per cent.

The results of the examination of Zamíndárí schools, which were examined by the standards prescribed for them, are not included in the above. From these schools $\frac{8}{8}$ passed by the I, $\frac{6}{7}$ by the II, $\frac{4}{13}$ by the III, $\frac{1}{11}$ by the IV and $\frac{1}{7}$ by the V standard.

Zamíndárí schools.

The number of Zamíndárí schools in the District is 10, of which 2 are returned as good, 6 fair and 2 poor. The numbers attending these schools, which did not exist in 1884-85, have increased by 15 per cent. since last year. In the village at which one of these schools is situated, the people are anxious that the scheme of studies prescribed for ordinary Primary schools should be followed. Similar applications from other villages, I believe, would be forthcoming in course of time, or when the boys advance beyond the III standard.

PRIMARY SCHOOLS FOR GIRLS.

Girls' schools.

There were 32 girls' schools in the District at the close of the year, the same as at the end of 1884-85. The attendance, however, has fallen from 973 to 956. All the schools are of the Primary grade. The results of examination compare favourably with those obtained in 1884-85. Twelve girls passed the Upper and 33 the Lower Primary examination. About one-half of these schools are in a very inefficient condition, the principal want being good teachers. The schools within the Municipality of Jullundur, under the management of Mrs. Mitter, are comparatively better. Needle-work receives good attention in schools under the Inspectress. In District Board schools it is more or less neglected. There are several schools which have not yet been supplied with needle-women.

Normal school.

The Normal school at Jullundur contained at the close of the year 62 students. The number admitted at the beginning of the session in October last was 70. Of these 4, who failed to make satisfactory progress, were dismissed in December; two were allowed to go back to their Districts on account of severe illness; and two absented themselves without permission. The success of the students at the last examination for Junior Certificates was very creditable. Of the 50 men examined 26 passed, and of these 10 were placed in the first division, one standing 2nd in order of merit in the Province. The percentage of passes on the number of candidates examined was higher for this school than for any other in the Province, and no school, I believe, passed in the first division an equal number of candidates. The men sent from the Jullundur and Kángra Districts distinguished themselves at the examination.

Industrial schools.

There are no Industrial schools in the District.

GENERAL QUESTIONS.

Scholarships.

The expenditure on scholarships during the year amounted to Rs. 4,090, or Rs. 110 less than that in 1884-85. Of this amount Rs. 1082 were paid from Provincial revenues (Rs. 999 in girls' schools and Rs. 83 in boys' schools); Rs. 2,669 from District funds; and Rs. 339 from Municipal funds. The payments of stipends to indigent boys has been stopped.

Physical training.

Physical instruction receives good attention in the Model school at Jullundur, the Municipal Board schools at Jullundur and Ráhon, and the District Board school at Pharála. In other schools full time for exercise is not allowed by the teacher. Owing to the indisposition of the gymnastic instructor for the

Appendix A.

Jullundur Circle.

Jullundur.

District during the greater part of the cold weather, the gymnastics were not much attended to. Instructors have not yet been appointed for individual schools, with the exception of those at the head-quarters. The apparatus supplied to Secondary schools in the District is not of good description.

Conduct of students

The conduct of the students has generally been satisfactory. Great attention seems to have been paid to enjoining the students to obey authority and to be very careful at examinations. Good discipline is maintained in schools. Moral instruction is conveyed through the medium of the lessons contained in the Readers in use in classes supplemented by oral lessons by the teachers. Cleanliness in Secondary schools is fairly satisfactory. In villages it is not so strictly enforced for fear of losing pupils.

Teachers and their work.

The work of the teachers employed in boys' schools has generally been satisfactory, and, with few exceptions, they are all well qualified. The number of uncertificated teachers is 80; of these the majority are men who are to be sent to the Normal school for training. Very few of the teachers employed in girls' schools are competent or efficient. Mistresses for these schools, I think, should be trained in a Normal class at the head-quarters of the District.

School buildings, &c.

A good and commodious building for the Municipal Board school, Jullundur, is urgently wanted. The present house or rather houses occupied by the classes are very unsuitable and inconvenient. Steps are being taken to provide the school with a building of its own. At Kartárpur, and in almost all places where there are Vernacular Middle schools, the school accommodation is insufficient, and some of the classes everywhere assemble in the verandahs. Of the Aided schools, the Victor school in the Jullundur Cantonment is not well housed. With these and a few other exceptions in the case of Primary schools for boys, the school-houses are generally in good order. Those for girls' schools are not always very suitable. The schools are well supplied with furniture. Provision has been made in the budgets of the District Board and the Municipal Committees to supply scientific apparatus to the Secondary schools maintained by them.

Muhammadan education.

The Musalmáns are better represented in boys' schools, public and private taken together, than either the Hindús or the Sikhs. In public schools of the same kind they are much below the Hindús, but on a par with the Sikhs. At the Secondary stage of those schools the proportion of Musalmáns and Sikhs is reduced still further, and this is especially the case in schools in which English is taught. The reason for this seems to be that the greater portion of the Sikh and Musalmán population in the District are agriculturists who cannot spare their children from the labours of the fields.

In girls' schools the Musalmáns are better represented than either the Hindús or the Sikhs, and this is accounted for by the fact, that the majority of the schools of this class are Musalmán attended chiefly by children of castes among whom *pardah* is not observed. The higher castes both among the Hindús and Musalmáns object to send their daughters to schools.

Expenditure.

The budget provision by the District Board for all sorts of schools was less by Rs. 788, and that for Primary schools by Rs. 2,218, than the minimum sum which they may be required to spend on education under Article 313 of the Punjab Education Code. The net expenditure from District funds, however, exceeded that in 1885-86 by more than Rs. 1,000. The gross expenditure from this source amounted to Rs. 33,236, which is less than the budget provision by Rs. 2,086. The savings, it is believed, are due to close scholarships having not been awarded during the year. The additional funds placed at the disposal of the Board for the extension of Primary education have been utilized, and over and above that amount more than Rs. 1,000 have been expended on the same object.

The Municipalities appear generally to have fulfilled their obligations with regard to expenditure on education during the year The budget provision was in some cases greater, and in others less, than the minimum sum which they may be required to spend under Article 312 of the Punjab Education Code. In the same way the net amount expended by the Committees during the year was, in some cases, in excess of the amount expended in 1885-86, and in others less The only Committee which saved Rs. 49 from the income from fees is that at Nawáshahr.

Management of Board schools.

The District Board schools in this District, as in others in the Circle, are virtually managed by the District Inspector, acting under the orders of the Deputy Commissioner, who is the President of the Board. The boys' schools have been well managed. The girls' schools require to be placed on an efficient footing. The District Inspector appears to have taken good care that the Code rules are strictly observed.

Of the Municipal Board schools those at the head-quarters have been very fairly managed by the Committee. The minor Municipalities in the District are not sufficiently intelligent to understand the management of schools, and have, therefore, to be constantly guided by the orders of the Deputy Commis-

sioner and the criticism of the Inspector on their proceedings. The boys' schools under them have been well managed. The girls' schools for several reasons, the chief being the want of good and efficient teachers, are not in an efficient condition.

Private schools.

The number of private schools at the close of the year was 369, or 47 more than last year. Of these 345 were schools for boys with an attendance of 5,790 and 24 for girls containing 446 pupils. Of the schools for boys 228 or 66 per cent. have been returned as Qurán schools, 54 or 16 per cent. as schools in which a Vernacular language is taught, 23 as schools for advanced learning in Arabic, Persian, or Sanskrit, and the rest as schools for teaching bázár accounts or Sanskrit books by rote. The attendance at boys' schools shows an increase of 912. The number of girls' schools was one less than last year, and of these 17 were schools for teaching a Vernacular and 7 for teaching the text of the Qurán by rote. The former include the schools established by the Mission in the city and suburbs of Jullundur. The number of boys' schools examined for grants has risen from 21 to 32, and that of the scholars attending them from 774 to 1,216, or by 57 per cent. The schools of this kind are increasing every year, and consequently the grants earned by them.

General progress.

The general condition of education in the District is satisfactory. The striking feature among the operations of the year is the great encouragement given to private schools, and the consequent increase in their numbers. It should also be noticed that great liberality is shown in this District by private persons in giving prizes to the boys on the results of examinations.

LUDHIANA DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Ludhiana.

Number and distribution of schools and scholars.

There were at the close of the year 16 Secondary schools in the District. The number of such schools at the end of 1884-85 was 13. The increase of 3 is due to the opening of two Anglo-Vernacular schools by the American Mission, one at the head-quarters of the District exclusively for the Christians, and the other at Khanna for boys of all classes, and to the raising of the Primary Vernacular school at Sanowál to the Middle grade. Of the total number of schools 12 are Board schools, and of the rest 2 are Aided and 2 Unaided institutions.

Of the Board schools, again, 2 are Anglo-Vernacular and 10 Vernacular. The number of High schools in the District is 3. They are all Anglo-Vernacular and situated at the head-quarters of the District.

The Anglo-Vernacular schools of the Middle grade are also 3, *viz.*, the Municipal Board school at Jagráon, the Jamná Parshád Aryá school at Ludhiána, and the Mission school at Khanna.

The 10 Vernacular schools are, without exception, of the Middle grade, and of these 7 are under the management of the District Board and 3 under that of Municipal Committees.

The number of boys under instruction in Secondary schools at the end of the year was 2,093, or 5 less than in 1884-85. The decrease, however, is apparent, not real, as the Primary department of Municipal Board school, Ludhiána, comprising about 300 boys, has been transferred to the list of Primary schools being located in a separate building. At both the High and Middle stages of Secondary schools there has been since 1884-85 a satisfactory advance in numbers, amounting to 33 per cent. at the former and to 58 per cent. at the latter.

Fees.

The income from fees during the year amounted to Rs. 12,820, which is nearly two-and-a-half times as much as the sum realized in 1884-85, and about Rs. 3,600 more than last year. In Board schools the income from this source has risen from Rs. 3,731 to Rs. 6,630; in Aided schools from Rs. 1,750 to Rs. 2,628; and in Unaided schools from zero to Rs. 3,562. The increase in Board schools is the most marked. The greater portion of that in Unaided schools represents the fees paid for board and lodging in the Christian boys' boarding school.*

Results of examination.

To the Entrance examination held in March last, the Board, Anided and Unaided schools supplied 55 candidates, of whom 24 passed, the percentage of passes in the case of Board schools being 49; in that of Aided schools 40; and in that of Unaided schools *nil*. The Board schools would have done much better but for the disorganised state in which the Municipal Board school, Ludhiána, was for a considerable portion of the year owing to culpable neglect of his duty by the late head master, Mr. Odgers. In 1884-85, 14 passed out of 18 candidates from the District at that examination.

* *Note by Director of Public Instruction.*—The boarding fees should have been excluded by the Inspector.

Appendix A. Jullundur Circle.

Ludhiána.

To the Middle School examination held in January last, the Anglo-Vernacular schools supplied 133 candidates, of whom 94 passed. The Board schools at Ludhiána and Jagráon did remarkably well at this examination, passing 50 out of 55 candidates. The Aided schools passed 40 out of 64 and the Unaided schools 4 out of 14.

These results compare favourably with those obtained in 1884-85, so far as the number of candidates and the number of passes are concerned. The percentage of passes in the latter year was higher, being 86, against 70 for the year under report. The results of the examination on the Vernacular side may be considered fair; 67 per cent. of the candidates were successful. The percentage of passes in 1884-85 from Vernacular schools was slightly higher.

Advance of English compared with Vernacular education

The number of boys learning English in Secondary schools has considerably increased since 1884-85, the increase at the Secondary stage amounting to 71 per cent. This fact and the high rates of fees now charged show conclusively that the desire for the study of English is increasing every year. Vernacular education beyond the Middle School standard is not desired. The aim of even those who pass the Middle School examination in Vernacular is eventually to get admittance into Anglo-Vernacular schools by means of scholarships or otherwise.

Boarding-houses

Boarding-houses are attached to almost all the Secondary schools in the District. Those attached to Anglo-Vernacular Board schools are in good condition. Boarding-houses attached to Vernacular schools are generally unsuitable or insufficient, and the arrangements in other respects are not satisfactory.

Rewards and prizes.

Great liberality has been shown by the principal inhabitants of the District in awarding medals and prizes to the boys on the results of the Entrance and Middle School examinations. This is the first time in the history of education in the District that such liberality has been shown.

The appointment of an itinerant teacher of Vernacular penmanship for Vernacular Middle schools seems to have produced some good results. Another such teacher is required in the District.

PRIMARY SCHOOLS FOR BOYS.

Number and distribution of schools and scholars.

The number of Primary schools for boys has risen from 55 in 1884-85 to 70 at the close of the school year. Of the schools 63 are Board, 6 Aided and one an Unaided institution. The increase has taken place chiefly in the number of Board schools, and is due to the opening of 8 Zamíndárí and a few other Primary schools by the District Board. The Aided schools are 2 more than in 1884-85. They comprise 5 branches attached to the Mission school, Ludhiána, and a school for the Musalmáns supported partly by subscriptions and partly by aid from the Ludhiána Municipality. The Unaided school has been started by Ráe Jugal Kishor, a retired Extra Assistant Commissioner, in the city of Ludhiána, and is maintained solely by him.

These schools and the Primary departments of Secondary schools contained at the close of the school year 4,614 scholars, or about 800 more than at the end of 1884-85.

Fees

The amount realized in fees during the year was Rs. 2,700. In 1884-85 the income from this source was a little below Rs. 1,000.

Results of examination.

The results of the Upper Primary examination compare very favourably with those obtained in 1884-85. Both the number of candidates and the number passed during the year were greater. For the Lower Primary examination, the number of candidates was less, and so also the number of passes.

Zamíndárí schools

The Zamíndárí schools, 8 in number, had not been reorganised according to the new system when the annual inspections were held in December last. They were then schools of the ordinary type, and presented candidates for the Upper and Lower Primary examinations.

FEMALE SCHOOLS.

Number and distribution of schools and scholars.

The District contained at the close of the school year 21 girls' schools, of which one, *viz.*, that at Gujarwál, in the Ludhiána Tahsíl, was of the Middle grade.

The number of schools at the end of 1884-85 was 20. The boarding school for Christian girls, mentioned in the report for 1884-85, was closed in 1887-88. All the 21 schools now existing are Board schools. Of these 13 are maintained by Municipalities and 9 are under the management of the District Board.

The number in attendance at these schools at the close of the year was 540, or 113 more than that in 1884-85. Of the total number of girls 5 were reading at the Middle, 31 at the Upper Primary and 504 at the Lower Primary stage. The increase at the Upper Primary stage, considering that scholarships are now awarded on the results of the Lower Primary examination, has not been very satisfactory. The majority of the girls are at the Elementary stage, and this because the teachers generally are not competent to take them beyond that standard.

Appendix A. Jullundur Circle. Ludhiána.

The results of the Middle Standard and the Upper Primary examinations have been very satisfactory. To the former of these examinations one girl from the Gujarwál school was sent up. She passed, obtaining fairly creditable marks. By the latter standard the District passed 13 girls, which is 9 more than in 1884-85. The results of the Lower Primary examination were not so satisfactory. By that standard only 17 girls out of 34, against 22 out of 23 in 1884-85, were allowed to pass. The reason for this is, that the majority of the schools maintained by the Municipal Committee of Ludhiána are inefficient, and no efforts seem to have been made to improve them. Results of examination.

Needle-work has been very fairly taught in almost all the Municipal Board schools, and in two of the schools maintained by the District Board. In other schools the subject has not received due attention, and in some it is entirely neglected. Needle-work.

GENERAL QUESTIONS.

The amount expended on scholarships and stipends during the year was Rs. 3,188, which is less than that expended in 1884-85 by Rs. 464; 130 scholarships—103 in boys' schools and 27 in those for girls—were held in the District at the close of the year. Scholarships.

The expenditure from Provincial revenues on scholarships amounted to Rs. 1,191.

Jubilee scholarships have been provided for the Musalmáns, and the proposal to establish some Zamíndári scholarships is under consideration.

The stipends formerly paid irregularly in Board schools have been stopped. A few are still held in the Mission school. To this irregularity the attention of the Manager has been drawn.

Physical instruction receives very good attention in the District. All the schools, Secondary and Primary, Vernacular and Anglo-Vernacular, have been provided with simple gymnastic apparatus, and play-grounds have been obtained where practicable. Every school has its own gymnastic instructor, and the exercises in all the schools are supervised by an Inspector, who takes a real interest in his work. Elementary drill has been introduced in all the schools, and the boys are making satisfactory progress. The District has supplied instructors to other Districts in the Province. Physical training.

The conduct of the students has generally been satisfactory, and fair discipline has been maintained. Cleanliness is well observed at inspections, but it is not always so. The teachers, in order to attract as many boys to schools as possible, and to show that they are not unpopular, do not generally insist on the observance of this most important principle of hygiene. Moral instruction is conveyed through the medium of the lessons contained in the Readers in use in schools. Conduct of student.

The majority of the teachers employed in Board schools are well qualified, and their work has generally been satisfactory. In Aided schools the staff is not so efficient, because the teachers are not well paid. Teachers and their work.

About 20 schools have not been provided with suitable buildings; and of these 2 are of the Middle grade. In some places the buildings require extension, and at others new buildings are wanted. With this exception the school-houses are in good order. The supply of books, maps and other appliances to schools is insufficient. Provision to supply scientific apparatus to some of the Secondary schools has been made, and it will, it is hoped, be gradually supplied to all the schools of that grade. School-houses, &c.

The Musalmán population in the District is as well represented in schools as the Hindús; but their number at the Secondary stage is comparatively less. The number, however, is increasing every year, and they are becoming alive to the advantages of education offered by Government. Muhammadan education.

In girls' schools the Musalmán element is stronger than the Hindú or the Sikh.

In the year 1884-85 the expenditure on schools in the District amounted to Rs. 49,928, of which Rs. 12,550 was borne by Provincial revenues, Rs. 18,237 by District funds, Rs. 7,394 by Municipal funds, Rs. 6,955 came from fees, and Rs. 4,792 from other sources. During the year under report the expenditure was Rs. 67,453, of which Rs. 3,313 were from the Provincial revenues, Rs. 21,090 from District funds, Rs 12,718 from Municipal funds, Rs. 15,620 from fees, and Rs. 14,712 from other sources. Excluding from the total expenditure Rs. 14,100, the cost of the Christian boys' boarding school, which had not been brought on to the returns in 1884-85, the increase amounts to Rs. 3,425. The amount expended during the year from District funds was slightly less than that expended in 1885-86, and by Rs. 2,462 than that expended last year. The decrease is due to the pay of the school establishment having not been disbursed for one month of the school year during the year. The net Expenditure.

Appendix A

Jullundur Circle.

amount expended by the Municipalities is in each case less than that contributed by the funds in 1885-86; but excepting th Municipalities of Ludhiána and Máchhíwára it is greater in each case than the minimum sum which may be required by Government under Article 312 of the Punjab Education Code.

Ludhiána

Management of Board schools

The District Board schools, as in other Districts, are managed by the District Inspector, acting under the orders of the Deputy Commissioner, who is the President of the Board. They have been well managed during the year.

Of the Municipal Board schools those at Ludhiána have not been well managed The High school for boys suffered for a considerable length of time from the frequent absence of the head master from his duty. The Committee took no notice of his neglect until they were asked to do so by the Department. The girls' schools under this Committee continue in a disorderly condition. The Municipal Committees of Jagráon and Khanna have shown great interest in their schools by supplying their wants, sometimes even beyond their means.

Private schools.

There were at the close of the year 175 private schools in the District with an attendance of 2,562. Since the year 1884-85, the number of schools has diminished by 165, and the number of scholars on the rolls by 1,626. The decrease is the result of the rule passed by the Educational Conference in 1888, that a school with less than six pupils should not be counted as such. Of the total number of private schools more than one-half are Qurán schools; next to them come Gurmukhí schools. The other private schools are not many, and not of much importance.

Only one school was examined for grants during the year.

A number of girls' schools are maintained by the Mission in villages in which the pupils are instructed in subjects taught in public schools; but they are not presented for examinations by the standards, and are therefore returned as private schools.

General progress.

The general state of education in the District is very satisfactory. The boarding-house arrangements, however, are defective, and the optional subjects for the Upper and Lower Primary examinations have not received the attention due to them.

FEROZEPORE DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Ferozepore.

Number and distribution of schools and scholars.

There were at the close of the year 8 Secondary schools in the District, or one more than in 1884-85. Of these the Anglo-Vernacular school at the headquarters, maintained by the local Municipality, is of the High grade.

The Municipal Board school at Fázilka and the Aided school in the Ferozepore Cantonment are also Anglo-Vernacular. They are both of the Middle grade The five Vernacular schools, all of the Middle grade, are situated at Zíra, Dharmkot, Moga, Battar and Mihráj. The last was raised to that grade during the year for the benefit of the sons of agriculturists inhabiting what is called the jungle portion of the District. Of the Vernacular schools those at Zíra and Dharmkot are Municipal Board schools, and the rest are under the management of the District Board.

The increase in the number of boys in attendance in Secondary schools since 1884-85 has been very satisfactory. At the High stage the number of scholars has more than doubled itself, and at the Middle stage the advance amounts to more than 68 per cent. The number of boys at the Secondary stage at the close of the year was 386, or 162 more than in 1884-85.

Fees

The income from fees has largely increased since 1884-85, owing mainly to the introduction of higher rates. In some schools it amounts to more than double, and in the Cantonment Aided school to more than three times the sum realized in 1884-85. The total amount realized amounted to Rs. 6,080, which is Rs. 3,612 more than that collected in 1884-85.

The rules regarding the levy of fees are generally observed. At Fázilka, however, where the people are poor and the desire for education is not very great, half rates have been allowed for two years, excepting in the case of the sons of officials, who are required to pay at full rates.

Scholarships

The expenditure on scholarships has increased since 1884-85; but the rules regarding their award have not in some cases been strictly observed.

Jubilee scholarships for the encouragement of the study of English among the Musalmáns have not yet been established in the District.

Thirty-two Zamíndárí Middle school scholarships have been founded during the year, and will be awarded on the results of the next annual examinations by the Upper Primary standard.

Ferozepore.

To the Entrance examination of the Punjab University the District supplied 18 candidates, of whom 8 passed, 9 out of 17 from the Municipal Board school, Ferozepore, and one who went up as a private candidate, but formerly belonged to the same institution. Some of these candidates have also been sent up to the Calcutta examination, but the results are not out yet. In 1884-85, there was no High school in the District, and consequently no candidates for the Entrance examination. For the Middle School examination there were 48 candidates on the Anglo-Vernacular and 57 on the Vernacular side. Of the former 32 or 67 per cent. and of the latter 29 or a little more than 50 per cent. passed. These figures include private candidates. Compared with 1884-85, the number of candidates on each side was nearly double, but the percentage of passes was less, and especially so in the case of Vernacular candidates, of whom a good lot failed from the Dharmkot and Zira schools.

Results of examination.

The desire for learning English is gradually increasing, as may be observed by the fact that the number of boys reading English has risen in all stages, and that it has been proposed by the Deputy Commissioner to add English to the curriculum of one of the Vernacular Middle schools in the District.

Advance of English compared with Vernacular education.

The boarding-houses in the District are not in good condition; and the arrangements are generally unsatisfactory. They are ill supplied with furniture and establishment, and are more or less wanting in accommodation. To one of the Middle schools no boarding-house is attached.

Boarding-houses.

PRIMARY SCHOOLS FOR BOYS.

There has been no change in the number of schools since 1884-85; but there has been a considerable decline in the number of scholars mainly in the Lower Primary department. There were at the close of the year 57 schools with 2,248 boys, against 2,929 in 1884-85. Three of the Primary schools are under Municipal management, and the rest are maintained from District funds. The decrease in the number of scholars took place partly in the year 1886-87, but largely in 1887-88, when the new rates of fees were introduced.

Number and distribution of schools and scholars.

There are no Zamíndárí schools in the District. The District Board, however, have provided in their budget for the current year for the cost of four such and a number of new ordinary Primary schools.

Fees are levied according to the prescribed rates. The income under this head has been more than double the amount realized in 1884-85.

Fees.

The results of the Upper Primary examination held in October last were very fair on the whole.

Results of examinations.

The results of the Lower Primary examination compare unfavourably with those obtained in 1884-85, when the number of candidates exceeded that for the year by 118 and the number of passes by 171. The decline may be accounted for by the decrease in numbers mentioned above.

The state of female education is far from satisfactory, though some improvement in the number of schools and scholars and in the results of examinations has taken place since 1884-85.

Female schools.

There were at the close of the year 2 Aided and 5 Board schools for the education of girls in the District with an attendance of 180 scholars. But only one of these, *viz.*, the Aided Aryá school attached to the Orphanage in the Ferozepore Cantonments, may be said to be in an efficient condition The rest are very unsatisfactory; the cause being the want of really good teachers felt everywhere in the Circle.

GENERAL QUESTIONS.

Physical education does not receive proper attention, and is not treated as a regular branch of instruction. The Middle schools are generally supplied with simple gymnastic apparatus, but there is no instructor to give directions.

Physical training.

The conduct of the boys, so far as it can be judged at the time of inspection, is good, and the discipline fairly satisfactory. Cleanliness does not seem to be regularly enforced.

Conduct of students.

Moral instruction is conveyed, as in other Districts, by means of lessons contained in the Readers in use.

Teachers and their work.

The qualifications of the teachers in Secondary schools are very fair, and of those employed in Primary fair on the whole. Efforts are being made to send Middle passed men to the Normal school, which most of them do not join without reluctance. The work on the whole has been fair. The teachers in girls' schools are generally incompetent.

The school buildings for Secondary institutions are generally roomy and in fair condition; but a good many of the Primary schools are yet without houses of their own. Almost all the schools are insufficiently supplied with furniture and appliances, and science apparatus does not exist anywhere except in the Municipal Board school at Ferozepore.

School buildings.

Appendix A.

Jullundur Circle.
Ferozepore.

A satisfactory increase in the number of Hindú, Sikh and Muhammadan boys at the Secondary stage has taken place since 1884-85, the advance among the Sikhs being specially marked.

Muhammadan education.

In the numbers at the Primary stage, however, there has been a considerable decline in each of the three races. The numbers, however, show an improvement compared with the figures for the last year. In female schools the number of Sikh students has largely fallen off owing mainly to the closing of a school which was especially attended by scholars of that creed. The Hindú and Musalmán girls show an improvement over the numbers for 1884-85.

Expenditure from District and Municipal funds.

The District Board does not adequately fulfil its obligations with regard to expenditure on education. The gross expenditure during the year from District funds, the provision made in the budget and the provision made for Primary schools all fall far short of the minimums that may be required by Government.

The expenditure incurred during the year, however, is in excess of the amount spent last year, from which it is evident that the additional funds placed at the disposal of the Board have been utilized, though only partially. Provision, I understand, has been made for opening some Zamíndárí schools during the current year. At present there is no school of that class in the District.

The case with the Municipal Committees is different. They do contribute their quota, though not to the full extent in some instances, towards the expenditure on education.

Management of Board schools.

The management of the District and Municipal Board schools in the District is efficient; but they are generally ill supplied with furniture and appliances. Some money, no doubt, has been spent during the year towards the supply of furniture, but much remains yet to be done in this direction.

Private schools.

The number of Indigenous schools and of the scholars attending them has decreased since 1884-85, owing chiefly to change in the definition of the term *schools;* the decline having taken place mainly in the number of Sikh and Muhammadan students. No private schools have yet been brought on the grant-in-aid list in the District. At the close of the year there were 128 Indigenous schools with 1,440 scholars attending them.

General progress.

The general state of education in the District may be said to be fair on the whole. Some improvement, though not much, has taken place since 1884-85, but there is much room for further exertions.

In Secondary schools satisfactory advance has taken place in attendance.

The results of examinations also were good on the whole, though the schools at Zíra and Dharmkot and the High department of the Municipal Board school, Ferozepore, did not come out well in their examinations.

In the Muktsar and Fázilka Tahsíls, which are comparatively backward in point of education, the Primary schools are generally poor. In other tahsíls the condition of the schools is fairly satisfactory; but the large decrease in the number of scholars in the Lower Primary stage since 1884-85 is to be regretted.

The rather unfavourable results of the Lower Primary examination as compared with those for 1884-85 are chiefly due to the decline that has taken place in the number of scholars.

In Anglo-Vernacular schools English, grammar, pronunciation and translation of colloquial and easy sentences have not been properly attended to.

In Vernacular schools, Persian and its grammar and arithmetic have not been intelligently taught, and hand-writing has been much neglected.

Female education in the District is at a very low ebb, partly because the people are apathetic, and partly because the teachers in such schools are generally incompetent.

LAHORE CIRCLE.

MOOLTAN DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Number and distribution of schools and scholars.

The number of Secondary schools has undergone no change since 1884-85. In the city of Mooltan are two High schools, *viz.*, the Municipal Board school and the Mission school. The number of Middle schools has risen from 4 to 6; the Primary school at Jalálpur and that of the Anjuman-i-Islámiya at Mooltan being lately raised to the Middle grade. The Anglo-Vernacular Aided school at Shujábád was given up by the Church Mission Society in 1887, and has been carried on since then by the Municipality of the town.

The decrease in the number of boys reading in Aided schools is owing to this change.

The number of scholars in the High stage shows an increase of 67 per cent., and that in the Middle stage of 70. Four boys are reading in the Middle stage of the Islámiya Unaided school at Mooltan.

The progress of the Primary departments attached to High and Middle schools has been good. Nine hundred and sixty-two boys attended these Primary departments in 1884-85. Their present numerical strength is 1,215, showing an increase of upwards of 26 per cent. In this increase all kinds of schools take part, with the exception of the Aided schools, which show a decline of 103 boys during the past five years.

Fees.

In the town of Mooltan the full rates of fees prescribed by the Code are levied. The District itself being educationally backward, the rate of fees in the Anglo-Vernacular Board school of Shujábád is half of that prescribed in Article 182, while that in the Vernacular schools is one-fourth the scale noted in Article 181. Moreover, the percentage of free scholars in the Middle and Primary departments is 10 and 15 respectively.

The fees collected in the Secondary schools during the past school year amounted to Rs. 8,240, against Rs. 3,931 realized in the year 1884-85.

Results of examinations.

The results of both the Entrance and the Middle School examinations of this year are better than those in 1884-85.

Advance of English as compared with Vernacular education.

The desire for English education is as great in Mooltan as in other and larger towns in the Punjab. The boarding-house attached to the Mooltan Municipal Board school is large and well managed.

Boarding-houses.

Boarding-houses are attached to all the Board Secondary schools in the District, except the one at Jalálpur, which was raised to the status of a Middle school only in 1888-89.

PRIMARY SCHOOLS.

Number and distribution.

The number of Primary schools for boys has increased by 1, but that of boys has decreased from 2,713 to 2,645.

Fees.

The rates at which fees are levied in Primary schools outside Mooltan have already been mentioned. Even this rate is enforced with some difficulty, and hence the decline in the number of scholars reading in them. The fees collected in the Primary schools during the past year amounted to Rs. 1,059, against Rs. 1,017 in 1884-85.

Results of examinations.

The results of the Upper and Lower Primary examinations show a satisfactory increase in Board schools. The Aided schools, on the other hand, have declined, the number presented and those that passed by both standards being smaller last year than in 1884-85.

Zamíndárí schools.

There are now 6 Zamíndárí schools in the District.

FEMALE EDUCATION.

Number and distribution

The only girls' schools are those maintained by the Zanána Mission. Their number has decreased from 3 to 2 since 1884-85. One school is at Mooltan and one at Shujábád; the former contained 9 girls, the latter 27 girls, mostly belonging to low castes

GENERAL QUESTIONS.

Scholarships.

The rules regarding scholarships are properly observed.

Physical training

Physical training has received due attention, and in consequence some progress has been made in it since 1884-85.

Lahore Circle.

Mooltan.

Conduct of students, &c.

The discipline and general conduct of scholars have been found satisfactory.

Work and qualification of teachers.

The work of the teachers is satisfactory, and the number of qualified men is steadily increasing.

Buildings, &c.

The school buildings are, generally speaking, in fair order. The furniture and other appliances are gradually being supplied as prescribed by the Code.

None of the Secondary schools outside Mooltan is possessed of a physical science apparatus, but the defect is about to be remedied.

Hindú, Sikh and Muhammadan education

There has been an increase in the number of Hindú, Sikh and Muhammadan scholars both in the secondary stage of Anglo-Vernacular and Vernacular schools and in the Primary schools. It is satisfactory to note that the number of Muhammadan scholars has, to some extent, kept pace with the progress of Hindús.

The extent to which District Board and Committees fulfil their obligation, &c.

The District Board has fulfilled its obligation towards education in a fairly satisfactory manner.

The extent to which Municipal Committees fulfil their obligation, &c.

Taken collectively, the Municipal Committees in the District have expended Rs. 4,683 less than the tenth part of their income, exclusive of contributions and fees, but Rs. 1,887 more than the net amount expended before localization.

The net expenditure of the Mooltan Municipal Committee is somewhat in excess of that of the year before localization.

The Municipal Committee of Shujábád made a very liberal provision in their budget, and this has been even exceeded by the gross expenditure, and the net expenditure is more than twice as large as before localization.

The other Municipalities, considering the smallness of their resources, have done as much for education as might be expected from them.

The management of District and Municipal Board schools.

The schools under the District Board are well managed.

PRIVATE SCHOOLS.

Indigenous and other private schools.

There are altogether 190 Indigenous and other private schools, of which 180 are for boys and 10 for girls. They are attended by 2,873 pupils in all.

The amount of grant paid during the year from District and Municipal funds was Rs. 480.

The number of schools teaching the Qurán by rote is 100. Every effort has been made to extend the system of grants to them, but as yet without success.

The general state of education has greatly improved in the past five years, and its Secondary schools will bear a comparison with those of any District in the Punjab.

In the matter of Primary education a great deal remains to be done.

Jhang.

JHANG DISTRICT.

SECONDARY SCHOOLS FOR BOYS.

Number and distribution of schools and scholars.

The total number of Secondary schools is 5, the same as at the close of 1884-85. Of these, one is an Anglo-Vernacular High school at Adhiwál, a place midway between Jhang and Maghiána; two are Anglo-Vernacular Middle schools at Maghiána and Chiniot; and 2 Vernacular Middle schools at Shorkot and Ahmadpur.

The number in the Secondary stage of Anglo-Vernacular schools has remained stationary. The small decrease in the number of scholars which has taken place in the High stage is made up by an increase in the Middle stage. In the Upper and Lower Primary stages of these schools there is a decrease of 42 and 91 respectively. On the other hand, there is an increase in all the three stages of Vernacular Middle schools, small in the Middle and Upper Primary departments, but more marked in the Lower Primary department.

Fees.

In the Anglo-Vernacular schools fees are levied at the full rates prescribed; but in the Vernacular schools half the rates laid down in Article 181 are charged. The amount realized during the past school year was Rs. 5,560, against Rs. 2,347 in 1884-85.

Results of examinations

The results of the Entrance examination this year are not so good as those of 1884-85. Only 6 candidates passed out of 16, against 15 out of 28. On the other hand, the results of the Anglo-Vernacular Middle School examination show an improvement. The result of the Vernacular Middle School examination shows a falling-off.

Advance of English.

English education continues to make greater progress than Vernacular education.

Boarding-houses.

None of the schools are furnished with regular boarding-houses. A boarding-house, however, is in course of erection in connection with the Jhang Municipal Board school.

PRIMARY SCHOOLS.

Compared with 1884-85, the number of Primary Board schools, in which Zamíndárí Board schools are included, shows an increase of four; but the number of scholars has considerably declined both in the Upper and Lower Primary stages. Number and distribution of schools and scholars.

If the number of Primary schools and Primary stages of Secondary schools are taken together, it appears that there has been a falling-off of 255.

The amount of fees collected during the past school year was Rs. 349, against Rs. 18 in 1884-85. Fees.

Compared with 1884-85, there is a falling-off both in the number of candidates presented for examination by the Upper and Lower Primary standards as well as in the number of passes, though the precentage of passes in both years is about equal. Results of examinations.

FEMALE EDUCATION

The number of girls' schools, all of the Primary grade, has declined by one since 1884-85; but there are 30 girls in the Upper Primary stage now, whilst there were none in that year. Number and distribution of schools and scholars.

In the Lower Primary stage a small falling-off is noticeable.

In 1884-85 there were no candidates for the Upper and Lower Primary standards. During the past school year 10 girls passed out of 12 by the former standard, and 26 out of 41 by the latter. Sixty-one girls were examined by the Infant standard, of whom 42 passed. With a single exception the award of scholarships was in accordance with the rules contained in the Code. Results of examinations.

Instruction in needle-work receives attention, especially in the Hindú schools. Needle-work.

No systematic arrangements have been made for the promotion of physical education in the Primary schools, though native games are said to be played in most of them. Physical training.

Three out of the five Secondary schools are supplied with gymnastic apparatus; cricket has also been introduced in some of them.

The number of both Hindús and Sikhs in the Secondary stage of Anglo-Vernacular schools has slightly risen; that of Muhammadans has fallen by 8. Hindú, Sikh; and Muhammadan education.

The net expenditure of the District Board on education during the past year was less than the net expenditure of the year before localization by Rs. 10,392.

Considering the want of sufficient furniture, appliances, apparatus, &c., the District Board cannot be said to have fulfilled its obligation in an adequate manner. The extent to which District Board fulfils its obligation, &c.

The net amount expended by the Jhang-*cum*-Maghiána and the Chíniot Municipal Committees is smaller than the net expenditure incurred before localization by Rs. 785. The extent to which Municipal Committee fulfils its obligation, &c.

The management of the District Board schools is capable of improvement.

The management of the schools, both male and female, under the control of the Jhang-*cum*-Maghiána Municipal Committee has been on the whole satisfactory.

INDIGENOUS SCHOOLS.

There are altogether 123 Indigenous and other private schools, of which 121 are for boys and 2 for girls.

The number of schools teaching the Qurán by rote is returned as 43.

GENERAL STATE OF EDUCATION.

The general state of education, so far as Secondary schools for boys and Primary schools for girls are concerned, is satisfactory, but the Primary education of boys in the District is declining.*

MONTGOMERY DISTRICT. Montgomery.

Owing to the abolition of the Secondary department at Saíyidwála, the number of Secondary schools has declined from 4 to 3. These are all Middle schools and situated at Montgomery, Kamália and Pákpattan. Of these, the first is an Anglo-Vernacular, the others Vernacular. The aggregate number of scholars in the Montgomery school has risen by 30 per cent., and in the Middle department by more than 60 per cent. The number of scholars in the Vernacular schools has fallen off, owing to the closure of one school; but the strength of the Middle department is very nearly the same as in 1884-85. Number and distribution of schools and scholars.

* *Note by Director of Public Instruction.*—This is owing to unsatisfactory management.

Appendix A.

Lahore Circle.

Montgomery.

The number of Primary schools has increased from 21 to 30; but the number of pupils in the Upper Primary stage is stationary. The Lower Primary classes show an increase of more than 30 per cent. The result is that only one scholar in 7 passes beyond the Lower stage in Primary schools.

Fees.

The total amount of fees realized has increased from Rs. 706 to Rs. 1,574 in Secondary schools, and from Rs. 234 to Rs. 492 in Primary schools. Non-agriculturists generally pay half rates in this District; but quite recently full rates have been enforced in the higher classes of one school (Safyidwála).

Results of examinations.

The results of the Middle School and Upper Primary examinations, though satisfactory, are not so good this year as those in 1884-85. The result of the Lower Primary test is, however, somewhat better.

Boarding-houses.

None of the Secondary schools has as yet a boarding-house attached to it.

Zamíndárí schools.

There are five Zamíndárí schools in the District, four being situated in the Dipálpur and one in the Gugera Tahsíl. Almost all the scholars are in the Lower Primary stage.

FEMALE EDUCATION.

The number of female schools has been reduced from 2 to 1, and the number of pupils from 44 to 18. No girl passed by any of the standards. Female education is not in a satisfactory state in this District.

Scholarships.

The rules regarding scholarships are generally observed; but due attention is not paid to the provisions of Article 206, prohibiting the re-award of lapsed scholarships.

Physical training.

Physical education is receiving some attention.

The Municipal Committee of Montgomery have had some gymnastic apparatus made for their school. The Kamália school has also been provided with a horizontal bar and a set of parallel bars; and steps have been taken to supply each of the Primary schools with simple gymnastic apparatus.

Discipline

The discipline is generally satisfactory.

Teachers.

The teachers in the Middle schools are fairly efficient, though the want of senior trained men is felt. Many of the teachers in Primary schools are inefficient; but it is hoped more and better men will in future be attracted by the offer of higher pay.

School buildings.

The school-houses are generally in fair order; but 10 Primary schools are without buildings. They are, however, not yet securely established. Of the Middle schools, that at Pákpattan is not properly housed, the accommodation being insufficient; neither the Secondary nor the Primary schools are well supplied with furniture and appliances.

Hindú, Sikh and Muhammadan education

The number of Muhammadan boys in the Montgomery Anglo-Vernacular school, though very small, shows an appreciable increase; but in the Vernacular schools the number is stationary. The proportion of Muhammadans to Hindús and Sikhs in the Primary schools is a little higher than it was five years ago. In private schools the Hindús have increased in number, and now almost equal the Muhammadans.

The extent to which the District Boards fulfil their obligation, &c.

The District Board does not fulfil its obligations towards education in a very liberal spirit, the net expenditure on education from the District funds during the past year being only 57·5 per cent. of the minumum demandable.

The extent to which Municipal Committees fulfil their obligation, &c

The Municipalities also, with the exception of that of Pákpattan, do not meet their educational obligations in a liberal spirit.

The management of District Board schools is fair; that of Municipal schools, with the exception of that at Montgomery, is less satisfactory.

The number of Indigenous schools is 142, of which 64 teach the Qurán by rote. Gurmukhí is taught in 41. These two classes of schools comprise nearly three-fourths of the total number of scholars who attend private schools. None of the Indigenous schools has yet been brought under the grant-in-aid rule.

There is no school for low castes in the District.

Lahore.

LAHORE DISTRICT.

Number and distribution of schools and scholars.

The number of Secondary schools has risen from 11 to 18, and the number of High schools, all situated at Lahore, from 2 to 7. Of the latter, one is under the management of the Department, *viz.*, the Central Model school attached to the Central Training college, and one under that of the Municipal Committee of Lahore; three are aided, *viz.*, the American Mission school, the Aitchison school, and the Aitchison college established for the instruction of sons of Native Chiefs and Sardárs; and two are unaided, *viz.*, the Dayá Nand Anglo-Vedic Collegiate

school and the Madrasat-ul-Musalmin. There are four Anglo-Vernacular Middle schools, *viz*, the Lyall school and the Municipal Board school at Qasúr and the Brahmo and Mission night schools at Lahore; the first and the third being unaided. Vernacular Middle schools are at Sharaqpur, Chúnián, Khemkarn, Pattí, Sur Singh, Badhána and Bághbánpur. Lahore.

The number of boys in the Secondary stage of Anglo-Vernacular schools has more than doubled, 41 per cent. of the increase being due to the 2 Unaided schools. In the Secondary stage of Vernacular schools the increase has been 92 per cent. In the Primary stage Anglo-Vernacular schools show an increase of 33 per cent. in the total, due entirely to the Unaided schools, for both Government and Board, and Aided schools have suffered a decline. Vernacular schools show in this stage an increase of 22·3 per cent.

The number of Vernacular Primary schools has been reduced from 71 in 1884-85 to 68. Of these, 57 are Government and Board, 10 Aided and 1 Unaided. The Government and Board schools show an increase of 11; the Aided schools have declined by 15, the American Mission having closed that number of its branch schools in the city of Lahore. The scholars in Government and Board schools have risen from 2,554 to 2,694; but in Aided schools they have naturally decreased owing to the decline in the number of schools.

The proportion of boys in the Upper Primary stage of the Primary schools is 14·2 per cent., rising to 25·8 per cent. if the Primary departments of Secondary schools be included. The corresponding figures for 1884-85 are 7·6 and 16·2.

The income from fees amounted to Rs. 18,034 in Secondary and to Rs. 2,925 in Primary schools, against Rs. 9,399 and Rs. 844 in 1884-85. The fear once entertained that the increased rates of tuition fees prescribed by the Code would have an injurious effect upon Anglo-Vernacular schools has been neutralized by the increased desire for an English education and the consequent rapid growth of Unaided schools. Fees.

The percentage of passes by the Entrance standard is 47·6, against 54·8 in 1884-85, and the percentage by the Middle standard is 64 against 85. The results of the Upper and Lower Primary examinations also show a lower percentage. Results of examinations.

With the exception of the school at Patti, lately raised to the status of a Middle school, and that at Sur Singh, all the Secondary schools in the District have boarding-houses attached to them; but the boarding-house at Khemkarn is much too small for the requirements of the place. Greater supervision is now exercised over the conduct of the boarders than was the case five years ago, and the general arrangements are satisfactory. The necessary furniture, however, has, as a rule, not yet been supplied.

Six Zamíndárí schools have been established in 1888-89. Agriculturists constitute more than four-fifths of the rolls. There is no tahsil in the Lahore District without a Zamíndárí school. Zamíndárí schools.

FEMALE EDUCATION.

The single Anglo-Vernacular Aided Female Middle school of 1884-85 (now called the Lady Dufferin school) has been raised to the status of a High school, while a Vernacular Middle school has been added to the list, owing to the opening of Middle classes in the Victoria girls' school at Lahore. Beside this, an Unaided Middle school has been established in the same city.

There is apparently a decrease of 4 (from 44 to 40) in the number of Primary female schools, accounted for by the amalgamation of the five schools in the city of Qasúr into a single school.

The number of girls in the Secondary stage has increased nearly five times, while that in the Primary stage has diminished by about 15 per cent.

The general condition of these schools is satisfactory. Needle-work is taught in almost all of them, and in the Lady Dufferin's school attention is paid to the subjects of practical utility also. Needle-work.

For higher education Lahore possesses the Government college, the Mission Aided college, the Oriental college, and the Dayá Nand Anglo-Vedic college. Schools for European education are likewise well represented in Lahore. Higher education.

There are 7 institutions for special education in the District, 6 of them being situated at Lahore, *viz.*, the Medical college, the Veterinary school, the Central Training college, the Lahore Normal school, the Mayo School of Art, and the Railway Technical school, and an Industrial school at Qasúr maintained by the Anjuman-i-Mufíd-i-'Am; the numbers in the last school have fallen off from 40 in 1884-85 to 16. The others continue in a flourishing condition. Special education.

The rules regarding the award of scholarships in schools for general education are observed, with the exception that a few stipends were given in girls' schools last year Scholarships.

Lahore.

Some of the boys' schools have made fair progress in elementary drill and gymnastics. Native games, too, receive encouragement. The school boys at Lahore play cricket regularly. The appointment of an itinerant gymnastic master for the schools in the interior of the District in May 1889 is a step in the right direction.

Physical training.

Conduct of students, &c.

The boys generally appeared well behaved at the inspection, and were, as a rule, well dressed.

Teachers, &c.

The teachers are, generally speaking, efficient, and properly qualified for the work they are required to do.

School-houses, &c.

There is now no Secondary school in the District without a proper school-house; and with the exception of a few new schools, the Primary schools are also provided with suitable buildings.

The stock of school furniture and appliances has increased; there are still deficiencies to be attended to. School libraries, for instance, are generally poor, and Local Bodies have been slow in supplying the necessary science apparatus.

Hindú, Sikh and Muhammadan education.

Since 1884-85 the Muhammadans have increased by about 80 per cent. in Anglo-Vernacular schools, while the increase of Hindús does not exceed 25 per cent.

The ratio of Hindús to Muhammadans in Vernacular Secondary schools has been reversed, the former now exceeding the latter in numbers. In Primary schools the Muhammadans outnumber the Hindús. The Sikhs have increased in every stage, particularly in Primary classes. In Industrial schools the Muhammadans constitute the majority, as they did in 1884-85.

Extent to which District Boards fulfil their obligation, &c.

The District Board made a provision for education by Rs. 4,323 less than what might be required. Considering that furniture and appliances are not yet fully supplied, this is to be regretted.

Extent to which Municipal Committees fulfil their obligation, &c.

Of the Municipalities, those of Pattí, Khudián and Khemkarn fairly fulfil their educational obligations; but the Lahore Municipality, with an income (exclusive of grants and contributions) amounting to more than 3 lakhs per annum, spent only Rs. 2,767 on education from its resources proper. The Qasú and Sharaqpur Municipalities also spent much less on education than the minimum demandable.

Management of District Board and Municipal schools.

The management of both District Board and Municipal schools has been satisfactory, especially that of the former.

The returns show a large decrease in the numbers attending private schools. This is accounted for by the omission of schools with less than 6 pupils. The number of Indigenous and other schools examined for grants is 9, *viz.*, 3 Indigenous and 6 venture schools. None of these existed in 1884-85. None of the schools where the Qurán is taught by rote has been brought upon the grant-in-aid list. There are no schools for low castes in the District.

Amritsar. AMRITSAR DISTRICT.

Number and distribution of schools and scholars.

The number of Secondary schools is the same as in 1884-85, though the returns show an increase of 1, owing to the omission of the Mission night school at Amritsar from the returns in the former year. The High schools are: 3 against 2, the increase of one being due to the addition of a High department to the M. A. O. school at Amritsar. The other two High schools are the Municipal Board and the Church Mission schools at Amritsar. The Anglo-Vernacular Middle schools are the Mission night school at Amritsar, and the Majítha and Tarn Táran schools. The Vernacular Middle schools continue at Ajnála, Batála, Rámdás, Wairowál and Fathábád. The numbers attending the several stages in these schools for this year and 1884-85 are: Anglo-Vernacular High 145 and 112; Anglo-Vernacular Middle 485 and 286; Vernacular Middle 162 and 89.

The number of Primary Board schools for boys has increased from 71 to 77; but that of Aided schools declined from 6 to 3. The number of boys reading in the Upper Primary stage has risen from 596 to 779, an increase of 30·7 per cent.; and the number in the Lower Primary stage from 4,312 to 6,357. Of the aggregate Primary school roll, the proportion in the Upper Primary stage is 12·5 per cent. If the Primary departments of Secondary schools be included, the proportion rises to 19 per cent. The corresponding figures for 1884-85 are 9·8 and 15·3.

Fees.

The income from fees has risen from Rs. 6,724 to Rs. 15,671 in the Secondary, and from Rs. 3,553 to Rs. 4,240 in the Primary schools.

Results of examinations.

The examination results show an improvement by all the standards, from the Entrance to the Lower Primary.

Most of the Secondary schools are provided with boarding-houses; but the accommodation, owing to the fact that every year an increasing number of students avail themselves of the convenience afforded by these institutions, is in most cases not in accordance with the Code requirements. Boarding-houses.

FEMALE EDUCATION.

The number of Secondary female schools has increased from 1 to 2; but that of Primary schools declined from 51 to 46.

The Sikhshá Sabhá schools at Amritsar, which were formerly maintained on a grant-in-aid footing, have recently been transferred to the Municipality. The numbers in the Lower Primary stage show a serious falling-off, owing partly to the decrease of 5 in the number of schools, and partly to the fact that the girls not reading printed books have this year been excluded from the returns.* The results of the Upper and Lower Primary examinations are very satisfactory, though the percentage in some cases shows a decline.

Needle-work is taught in most of the schools. Needle-work.

INDUSTRIAL SCHOOLS.

The only Industrial school in the District is the Municipal school for artisans at Amritsar. Systematic instruction in reading and writing has only quite recently been introduced in this institution.

The rules regarding the award of scholarships are observed, with the exception that lapsed scholarships are re-awarded.† The number of close scholarships given in the District is large. Scholarships.

Physical training receives attention; and an annual District tournament has been instituted, at which a cricket belt, called the Nicholl belt, is competed for by all the Middle schools. Physical training.

School discipline is generally satisfactory.

As regards the qualifications of teachers, the head teachers of Primary schools and the principal teachers of Secondary schools are all certificated; but there is a large proportion of uncertificated men among the assistants.

In the Boys' Mission school at Amritsar and its branches a considerable number of the teachers are uncertificated. In 21 District Board schools the staff needs strengthening. Teachers.

The buildings are generally in very good order; but in 37 schools, owing to the increase of numbers, the accommodation is no longer sufficient. As to furniture, alphabetical sheets and text-books for the teachers have not been supplied to any school; and maps are wanting in most; and the Middle schools have not yet been provided with science apparatus. School buildings.

The numbers of the three principal creeds professed in the District—Hindús Sikhs and Muhammadans—have increased in public, but the Muhammadans appear to have lost ground in private schools, owing partly, no doubt, to the exclusion of schools with less than 6 pupils from the returns.

The extent to which the District Board fulfils its obligations in regard to expenditure on education is shown by the fact, that during the past year the net outlay on education from the District fund amounted to Rs. 23,656, compared with Rs. 15,184 in 1884-85. It may also be mentioned that the net expenditure of the Board now exceeds the 25 per cent. of its income demandable by the Code. The expenditure from Municipal funds is far less than the minimum prescribed. The extent to which the District Board fulfils its obligation, &c.

The management of the District Board schools has been very good, and the wants of these schools, as far as funds permit, receive prompt attention. The Municipal schools, too, have been well managed on the whole. The management of District Board and Municipal schools.

INDIGENOUS SCHOOLS.

The total number of Indigenous schools for boys at the close of the year was 278, attended by 5,837 scholars. The number of schools examined for grants was 32, and the grants earned by them are as follow: attendance grant Rs 513; instruction grant Rs. 709-8-0; staff grant Rs. 513-8-0. The efforts to bring Indigenous schools under the operation of the grant-in-aid rules have been attended with more success in this District than in any other in the Circle.

The sweepers' Mission school at Amritsar continues, and 5 boys passed the first standard for Indigenous schools at the last inspection.

It may be also stated here that in 1888 college classes teaching up to the Intermediate standard were added to the Municipal Board school at Amritsar. Higher education.

* *Note by Director of Public Instruction.*—This should not have been done. The Inspector has been addressed on the subject.

† *Note by Director of Public Instruction.*—The fact has been noticed in the review of the inspection report on the District for 1889-90, and it is hoped that the rules will be followed in future.

Appendix A
Lahore Circle

GURDASPUR DISTRICT.

Gurdáspur.

Number and distribution of schools and scholars.

The total number of Secondary schools remain the same as in 1884-85, *viz.*, 11; but the number of Anglo-Vernacular Middle schools has increased by 1, the Dera Nának school having had English added to its course since 1888.

The other Anglo-Vernacular schools are those at Gurdáspur, Pathánkot, Srígobindpur and Dínánagar, with the 3 schools at Batála. Of these the Municipal schools at Gurdáspur and the Christian boarding school at Batála are High schools, the rest being Middle schools. The Vernacular Middle schools are at Sujánpur, Kalánaur and Kanjrúr.

The Christian boarding schools at Batála and the city Mission school in the same town are aided, the others being under the management of Municipalities

The scholars in the Secondary stage of Board schools do not show any material increase; but those in the same stage of Aided schools have been doubled, though even now their numerical strength is not very great.

In the Upper and Lower Primary stages, while the numbers in Anglo-Vernacular schools show an increase, those in Vernacular schools have suffered a decline, owing mainly to the conversion of Dera Nának school into an Anglo-Vernacular institution.

The total number of Primary schools is about the same as in 1884-85; but the number of Aided schools has fallen from 7 to 1.

The scholars have increased in Board schools, but owing to the reduction in their number have naturally declined in Aided schools.

The solitary Unaided school of 1884-85 was the Fatehgarh school, now brought upon the grant-in-aid list.

The percentage in the Upper Primary stage of Primary schools is 13·5. Including the Primary departments of Secondary schools, the percentage rises to 17·9 The corresponding figures for 1884-85 are 12·3 and 17·8.

Fees.

The rates of fees are in accordance with the Code. The amount collected has risen from Rs 2,400 to Rs. 4,986 in Secondary and from Rs. 1,988 to Rs. 3,095 in Primary schools

Results of examinations.

The percentage of passes by the Entrance standard is 69, against 32 previously, but that by the Middle School standard is lower by 10, being 74 against 84.

The results of the Upper and Lower Primary examinations are this year much better than those of 1884-85.

With the exception of the city Mission school at Batála, all the Secondary schools have boarding-houses attached to them, though the arrangements in some cases are not quite satisfactory; and in one or two cases the boarding-houses are empty for want of out-station boys to occupy them The best managed boarding-house belongs to the Christian boarding school at Batála, and the largest and most important is attached to the Gurdáspur school.

Zamíndárí schools.

There are 9 Zamíndárí schools in the District, of which 5 are situated in the Batála, 3 in the Shakargarh and one in the Pathánkot Tahsíl

FEMALE EDUCATION

The number of female Primary Board schools has increased from 3 to 6. The scholars are all in the Lower Primary stage, except 3, who belong to the Hindú girls' school at Dínánagar. The one Unaided female school of 1884-85 has ceased to exist. Generally speaking, these schools are not in a satisfactory state, owing to the incompetency of the teachers There is no Secondary female school in the District.

The rules regarding the award of scholarships are duly observed.

Physical training

The physical training of boys receives a fair degree of attention in High and Middle schools The best school in point of drill is the Baring High school at Batála. A gymnastic and drill master has recently been appointed to visit each Secondary Board school by rotation. The discipline is very fair in Secondary but less satisfactory in Primary schools.

Teachers

The teachers employed in the Secondary department of High and Middle schools are generally men of good ability, and almost all of them are certificated; but in the Primary departments of these schools and in the independent Primary schools a large number of uncertificated men are still employed.

School buildings

The buildings occupied by the Baring High school and by the Batála Pathánkot and Dínánagar Municipal schools for boys are on the whole good. Of the Primary school buildings 25 are in need of extension, while 12 schools are without buildings, the boys meeting either in the open air or in sheds or houses lent by the lambardárs. All the schools have been supplied with alphabetical sheets; but the other articles of furniture recommended in the Code are wanting in most schools. Science apparatus is wanting in four Middle schools. Orders for the supply of some of the articles referred to had, however, been given shortly before the inspection.

Appendix A.

Lahore Circle.

Gurdáspur.

The number of boys at school belonging to each of the three principal creeds professed in the District at the close of the last school year and of 1884-85 are as follow:—

Hindús, Sikhs and Muhammadans.

Secondary stage—Hindús 249 and 222; Sikhs 36 and 36; Muhammadans 116 and 118. Primary stage—Hindús 3,239 and 3,070; Sikhs 924 and 545; Muhammadans 2,662 and 2,239. Private schools—Hindús 1,032 and 434; Sikhs 316 and 169; Muhammadans 2,650 and 1,614.

Extent to which District Board fulfils its obligation, &c.

The District Board fulfils its obligations in regard to expenditure on education in a satisfactory manner. But the majority of the Municipalities spend only a fraction of their income proper on education. The Gurdáspur Municipality made a profit of Rs. 382 from its educational income.

Work of District Inspector.

Owing to the fact that the permanent District Inspector was ill during a great part of the year, and there were several changes among his officiating successors, the management of the District Board schools has been wanting in efficiency. The management of Municipal schools has been satisfactory.

INDIGENOUS SCHOOLS.

The number of Indigenous and other private schools in the District is 243, with an aggregate roll of 4,305. Of these 41 were examined for grants at the close of the last school year. The total grant earned by these schools amounted to Rs. 1,673. One of these 243 schools is for girls.

Appendix A.

Rawalpindi Circle.

Sialkot.

RAWALPINDI CIRCLE.

SIALKOT DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

The number of Secondary schools in the District has increased by 3 since 1884-85, and the number of scholars by 204. Fees are levied according to the rules laid down in the Code, and the amount collected this year was 4½ times the amount taken in 1884-85. The results of the Secondary examinations for the year are better than those for 1884-85, the Entrance examination showing almost double the number of candidates and passes. There is an increase of English-learning students since 1884-85, and this increase is more in proportion than the increase in the total number of scholars in these schools. These schools are almost all supplied with good and well-furnished boarding-houses, 4 such houses having been built since 1884-85.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

There has been a small increase in the number of Primary schools and a very fair increase in scholars during the past 5 years.

Fees in these schools are levied according to the rules laid down in the Code, and the amount collected this year is more than double what it was in 1884-85. The results of the Standard examinations were more satisfactory both in candidates and passes than those of the former year.

There were no Zamíndárí schools in 1884-85, and there are now 10 such schools with 492 scholars, of whom 359 are agriculturists.

SECTION C.—FEMALE EDUCATION.

There is a very small decrease in the number of female schools, all of which are of the Primary standard, and a comparatively fair increase in scholars for the past 5 years, the number in the Upper Primary department having increased more than seven times during that period. The examination results in these schools also show a large increase in both candidates and passes. Needle-work is carried on in all the schools.

SECTION E.—GENERAL QUESTIONS.

The rules regarding the award of scholarships are strictly observed in both boys' and girls' schools. In boys' schools 55 scholarships were held at the end of the year, and at the last examination, in addition to the fixed scholarships competed for in the District; of the 14 Jubilee High school scholarships competed for by the whole Division, 6 fell to this District. In female schools 66 scholarships were awarded at the last examination.

In regard to the supply of gymnastic appliances, the teaching of gymnastics and drill by an instructor attached to the District, and in the playing of cricket, there has been a great advance in physical training since 1884-85. The conduct and general discipline of the boys at the examinations were found to be generally satisfactory. The work of the teachers, on the whole, was satisfactory. Almost all the teachers in the Secondary and a large majority of the head masters of Primary schools are provided with departmental certificates, and there is an increase of 18 such certificates in Vernacular schools since 1884-85.

The school buildings are, in general, in fair order and well supplied with furniture. Only the three High schools are supplied with science apparatus; but a commencement has already been made to supply the other Secondary schools In public schools for both boys and girls, Hindús, Sikhs and Muhammadans all show an increase in their respective numbers in school since 1884-85; but the proportion of Muhammadans has gained ground on Hindús and Sikhs since 1884-85.

The net amount of expenditure on education from District funds exceeds the net expenditure of last year, and that of 1885-86 before localization, and the gross expenditure also exceeds the budget provision for the year. The gross expenditure by all the Municipalities, principal and minor, exceeds not only the Budget provision, but also the minimum amount that may be required by Government, which is greater than the budget provision. The total net expenditure for the year is nearly double that of the net amount expended before localization in 1885-86. Both District and Municipal Boards manage the schools entrusted to them satisfactorily.

SECTION F.—PRIVATE SCHOOLS.

There has been a large decrease of scholars in private schools since 1884-85 owing to the schools with less than 6 scholars being omitted from the statistics. Forty-five private schools earned Rs. 1,828 in grants and passed 484 scholars by the different standards of examination.

SECTION G.—GENERAL STATE OF EDUCATION.

Education throughout the whole District has made fair progress since 1884-85.

GUJRAT DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

The number of Secondary schools is the same as what it was in 1884-85, but the number of scholars has decreased by 3·7 per cent. The decrease has taken place in Vernacular schools partly owing to the Middle department at Qádirábád having been closed and partly to the enhancement of fees. Fees are levied according to the rules laid down in the Code, and the amount collected in Secondary schools exceeds the amount collected in 1884-85 by Rs. 4,445. For the Entrance examination, 1890, the number of candidates sent up was much smaller, but the percentage of passes on the number of candidates was better than that of 1884-85. The result of the Middle School examination has been more favourable than that for 1884-85. There are now three Anglo-Vernacular schools instead of two, and the number of scholars learning English has also increased, while the number of scholars in Secondary Vernacular schools has decreased. This is favourable to English education; but the advancement has not been so rapid as in other Districts of the Circle. There has been a good improvement in regard to boarding-houses.

SECTION B.—PRIMARY SCHOOLS FOR BOYS

Though the number of schools has increased by 8, yet there has been no corresponding increase in the number of scholars. In the primary stage of Primary schools and Secondary schools taken together, the numbers for both years are nearly the same. In the amount of fees there has been an increase of nearly 44 per cent. For the Upper Primary examination the number of passes is nearly the same for both years, but the percentage of passes on number of candidates is unfavourable for the year under report. The results of the Lower Primary examination are not so good as they were in 1884-85, though they are satisfactory. There are 3 Zamíndárí schools (one in each Tahsíl) with 216 boys.

SECTION C.—FEMALE EDUCATION.

There were no female schools in 1884-85; but there are two now with 49 girls on the rolls. No girl has yet passed the Upper or Lower Primary examination.

SECTION E.—GENERAL QUESTIONS.

Scholarships are awarded by merit according to the rules of the Code Fifty-three scholarships were held in boys' schools at the end of the year, and 5 Jubilee High school scholarships competed for in the whole Division were won in this District at the last Middle School examination There are no scholarships held in girls' schools. A great stride has been made in physical training since 1884-85, not only in providing appliances, but in the appointment of two gymnastic masters. Drill is now taught in all the schools. More attention is being paid to the cleanliness and moral conduct of the boys. There has been great progress in this respect since 1884-85. All teachers, except old assistant teachers in Vernacular Primary schools, hold departmental certificates. School buildings are generally satisfactory, except that more accommodation is required in Vernacular Middle schools. Since 1884-85 there has been an increase among Muhammadans, but a decrease among Hindús and Sikhs at public schools for boys. In private schools the numbers show a decrease, as schools with less than 6 boys have been left out of calculation. Of the number of boys in all kinds of schools the Muhammadans are nearly 74 per cent The expenditure from District funds is nearly equal to the minimum expenditure that may be required by Government, but it falls short by over Rs. 500 of the amount expended before localisation. The Municipalities have not discharged their obligations The Gujrát Municipal Committee, though in profit of nearly Rs 600, would not supply the school with necessary apparatus.* The minor Municipalities spend very little. The District Board carry out the suggestions made to them in regard to their schools. The Gujrát Municipality might do a great deal more for its school.

* *Note by Director of Public Instruction.*—This matter was brought to the notice of the Deputy Commissioner through the Commissioner in connection with the District report. The Deputy Commissioner considered that the Inspector's remarks were hardly justified. The matter is still under investigation.

Appendix A.

Rawalpindi Circle.

Gujrát.

SECTION F.—PRIVATE SCHOOLS.

Out of a total of 523 schools, 408 are Qurán rote schools; next to the rote schools come 61 Gurmukhi schools. There are only 17 Persian schools with 350 boys. Schools for teaching any Vernacular, except the Gurmukhí schools, are very few indeed. Five schools only were examined for grants, 2 Indigenous and 3 other Elementary schools, and Rs. 297 were awarded as grants.

SECTION G.—GENERAL STATE OF EDUCATION.

The teaching, the collection of fees, the supply of furniture and apparatus, and the attention to physical education, have all been satisfactory; but it is to be regretted that the number of boys has not increased during the last five years. The Phályá Tahsíl is still very backward in education.

Gujránwála.

GUJRANWALA DISTRICT.

SECTION A.— SECONDARY SCHOOLS FOR BOYS.

There has been no increase or decrease in Secondary schools since 1884-85; but an Unaided High Vernacular school has been replaced by an Unaided Middle Anglo-Vernacular school and a Vernacular Middle Board school was transferred to the Anglo-Vernacular side, and a Middle Anglo-Vernacular Aided school was raised to the High grade. There is a total increase of scholars in the Anglo-Vernacular schools; but, as there is a large decrease in the Vernacular schools, the total number of scholars in all Secondary schools shows a decrease since 1884-85. Fees are levied according to the rules of the Code, and the amount collected this year (Rs. 11,367) was nearly three times as much as that for 1884-85. The total results of examinations show an increase over those of 5 years ago; but this increase in regard to the Entrance examination is very small. In 1884-85 the number of boys learning English was almost one-third of the total number of scholars in all Secondary schools, and this year it is within a few units of one-half. All the schools, except one, have boarding quarters of some kind or other attached to them; in the case of the Vernacular Middle schools, these quarters are either small rented houses or the corner rooms of the school-houses, and in this respect there has not been much improvement during the past 5 years.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

There is a small decrease in the number of schools and a proportionately smaller decrease in scholars since 1884-85, and notwithstanding this, the collection (Rs. 2,863) in fees, which are levied according to the Code, was 1½ times as large this year as it was then. The results of the Upper Primary examination were better, but those of the Lower Primary not so good as those for 1884-85. There were no Zamíndárí schools in existence 5 years ago, and there are now 7 such schools with 318 scholars, of whom 255 are agriculturists.

SECTION C.—FEMALE EDUCATION.

There is a small increase in the number of female Primary schools, and a proportionate increase in the number of scholars; in the Upper Primary Department the present number being four times what it was 5 years ago. Fifteen and 51 girls passed the Upper and Lower Primary examinations this year, whereas there was only one pass for the latter examination, and no candidate at all for the former examination 5 years ago. Needle-work is carried on in these schools.

SECTION E.—GENERAL QUESTIONS.

Ninety-seven scholarships were held at the end of this year in boys' schools and 43 in girls' schools. Of the Jubilee scholarships tenable in High schools and competed for by the whole Ráwalpindí Division, only one was gained in this District. Sixty-one scholarships were awarded in female schools at the last examination. All scholarships are awarded according to the rules of the Code. All the Board and Aided Secondary schools are supplied with gymnastic apparatus. An instructor goes round to these schools to teach gymnastics and drill; and cricket is also very extensively practised in these schools, so that in regard to physical training, progress has been made since 1884-85. The conduct of boys at examinations was considered on the whole satisfactory. The work of teachers during the year was generally good, and there is a large increase since 1884-85 in the number of teachers holding departmental certificates. The school buildings are, as a rule, suitable and in good order, and though all the primary buildings are not fully provided with the requisite furniture, maps, &c., still there is in this respect an improvement since 1884-85. A commencement has also been made towards the supply of science apparatus, which is at present to be found in only 2 of the Secondary schools. In public schools for

boys Muhammadans show a very insignificant increase, while both Hindús and Sikhs show a decrease since 1884-85. In private schools all the three creeds show increase, but that of Muhammadans is almost four times as much as the increase of the other two creeds together. In female schools, both public and private, the Muhammadans far out-number the Hindús and Sikhs in the actual number of scholars, and also in the increase since 1884-85. The gross expenditure from District funds was less than the budget provision, and also less than the total minimum provision that may be required by Government; the net amount expended from these funds this year was less than the amount expended either last year or in the year 1885-86 before localization. The gross expenditure from the principal Municipalities was less than the budget provision; but that of the minor Municipalities was more than the budget provision. The total net amount expended this year was less than last year, but a good deal more than the net expenditure in 1885-86 before localization. The District and Municipal Boards manage their schools well, and supply all that is asked of them, so far as they can, for the schools.

SECTION F.—PRIVATE SCHOOLS.

Private schools show a fair increase of scholars (almost all Muhammadans) since 1884-85. All the private schools in this District are of the Indigenous class, with the exception of 30 schools belonging to Missionaries, and they are classed as "other" schools.

Twelve Indigenous schools with 383 scholars passed 122 scholars by the different examination standards and earned Rs. 332 this year.

SECTION G.—GENERAL PROGRESS.

There has been on the whole satisfactory progress made in the District since 1884-85, and the number of Indigenous schools examined for grants was larger than in any of the other Districts.

SHAHPUR DISTRICT.

Shahpur.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

All the statistics on these schools, in regard to number of schools and scholars, fees, and results of examinations, show a favourable advance on the statistics for 1884-85, except in one item, *viz.*, in the number of scholars in the lower department of the Vernacular Middle schools, which shows a decrease, and this has apparently been caused by the transfer from the Vernacular to the Anglo-Vernacular side of one large Middle Vernacular school since the former year. Fees were not levied (by special sanction) in the Vernacular Middle schools according to the Code. Notwithstanding this, the amount collected during the year was Rs. 5,725, or more than times three what it was five years ago. The number of English-learning scholars (385) is a very fair advance on the corresponding number for 1884-85. There does not appear to have been much improvement in boarding-houses during the period under review.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

There has been a very small increase in the number of Primary schools, and a very fair increase in scholars during the past 5 years. The results of the Primary examinations have shown fair improvement, and the fee collection (though levied at lower rates than those of the Code by special order) in the District Board Primary schools is nearly three times the amount collected in the former year. There are 3 Zamíndárí schools with 134 scholars, of whom 60 are said to be agriculturists. There were no such schools in 1884-85.

SECTION C.—FEMALE EDUCATION.

The number of female schools and scholars though still very small, has nevertheless been nearly trebled in each case during the 5 years. Candidates and passes at the Primary examinations were very insignificant this year, but still an improvement on 1884-85, when there were none at all.

SECTION E.—GENERAL QUESTIONS.

There were 28 scholarships held at the end of the year in boys' schools, all in the Secondary stage, and in addition to the fixed annual scholarship awarded in this District, one Jubilee High school scholarship competed for in the whole Division fell to the District this year. In girls' schools 6 Primary scholarships were held at the end of the year, and 14 were awarded at the last examination. The award of scholarships in all cases is carried out in accordance with the Code. Gymnastics and drill in all the Secondary schools have commenced since 1884-85; the game of cricket has become more general since then, and a gymnastic instructor has been lately appointed for the District. The

Appendix A. Rawalpindi Circle. Shahpur

conduct of the boys during examination was satisfactory, and the work of teachers was on the whole very fair. The number of certificates amongst teachers was, at the end of the year, more than double of what it was in 1884-85. School buildings are on the whole satisfactory, and fairly well supplied with furniture. Hindús, Sikhs and Muhammadans all show a fair increase since 1884-85 in public schools, but in private schools there has been a large falling-off in Muhammadans owing to the private schools with less than 6 boys in each not being taken into consideration, as they were in 1884-85. The gross expenditure on education from District funds exceeded the budget provision for the year, and the net expenditure exceeded that of last year and of 1885-86 before localization. The gross expenditure from all Municipal funds exceeded the budget provision on education, and the net amount spent was in excess of the net expenditure of last year and of 1885-86. The District and Municipal Boards readily carry out the suggestions proposed to them in regard to the schools entrusted in their care.

SECTION F.—PRIVATE SCHOOLS.

All the private schools in the District are Indigenous ones. There is a large decrease of scholars in the boys' schools since 1884-85; and almost all of this decrease is in Muhammadans. Eighty-eight boys from 4 schools with a total of 159 scholars passed by the different examination standards, and earned an aggregate grant of Rs. 313. In girls' schools there has been a very large increase since 1884-85, chiefly in Muhammadans.

SECTION G.—GENERAL PROGRESS.

It may be considered that on the whole there has been a very marked progress in the state of education in this District since 1884-85.

Jhelum.

JHELUM DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

The number of Secondary schools at the end of the year was the same as that for 1884-85, while the total of scholars has fallen since then. One Middle school has been transferred from the Vernacular to the Anglo-Vernacular side during the period under review. Fees are levied in all schools according to the Code, and the amount collected during the year was almost three times the amount taken 5 years ago. The results of the Middle School examination (there being no High school in the District) show a decrease in passes on the Vernacular side and an increase on the Anglo-Vernacular side since 1884-85. The number of scholars (479) learning English is almost exactly one-third of the total number in all Secondary schools; while in 1884-85, it was not far from one-fifth of the total number 4 out of 6 Secondary schools are either well, or fairly well, supplied with boarding arrangements. Of the two exceptions one is an Anglo-Vernacular school, and the other, a Vernacular one, is said not to require a boarding-house.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

There is a large decrease in the number of schools and scholars since 1884-85; but this is chiefly due to a number of Aided schools with their scholars being taken off the returns since the former period. Notwithstanding this, however, the Board schools also show a decrease in scholars and an insignificant increase in schools. Fees are levied according to the Code, and the amount taken this year was half as much again as was collected formerly. The results of the Primary examinations may be considered as very unsatisfactory when compared with 1884-85, the increase in the Upper Primary passes being quite unworthy of notice, while the Lower Primary results show a decrease. There were, at the end of the year, 2 Zamindári schools with 143 scholars, of whom 117 were agriculturists. There were no such schools in 1884-85.

SECTION C.—FEMALE EDUCATION.

There is an increase of 2 schools and at the same time a decrease of 111 scholars since 1884-85. The only speck of improvement that is visible since 1884-85 is, that there was no Upper Primary department in any of the schools then, and no standard examinations held; whereas now a few girls are in the Upper Primary department and there were a few candidates and passes at both examinations during this year.

SECTION E.—GENERAL QUESTIONS.

There were 32 scholarships held at the end of the year in boys' schools, all in the Secondary stage. In girls' schools 10 scholarships were held at the end of the year, and 7 scholarships were distributed at the last examination. All scholarships are awarded according to the Code. Physical training by means of

gymnastics, drill and cricket has made good progress since 1884-85. By far the best gymnasium in the Circle is attached to the Jhelum Municipal Board school. The conduct of boys throughout the examination tour was good, with the exception of a few cases of boys prompting one another. Amongst the teachers in the whole District there were to be found 71 departmental certificates, against 33 certificates in 1884-85. The school buildings are generally in a satisfactory condition, and well supplied with furniture, maps, &c. Four new school-houses were built and additions made to 8 old school-houses during the past 5 years. In both public and private schools for boys a decrease is shown in each of the creeds, except in the case of Hindús, in private schools; but there is nothing worthy of notice in any of the figures, except that the falling-off of Muhammadans in both kinds of schools is rather large. In female private schools the increase or decrease of any of the creeds is small, except the decrease of Hindús in public schools, which is equal to nearly 33 per cent. of the number in 1884-85. The gross expenditure on education from District funds was less than the budget provision, and the net amount of expenditure was less than the corresponding amount for both last year and for 1885-86 before localization. The gross Municipal expenditure on education for this year and the expenditure from the principal and the minor Municipalities, respectively are all less than the budget provision made for each, and in the same way the net expenditure for this year on each of the above accounts is also less than the corresponding net amount spent on each for the last year and the year 1885-86. The District and Municipal Boards all very readily carry out the suggestions made for their schools.

SECTION F.—PRIVATE SCHOOLS.

The private schools are comprised only of Indigenous schools, and there is a large decrease (nearly all Muhammadans) in the scholars since 1884-85, owing to schools with less than 6 scholars being omitted since the former year. In female private schools the numbers are almost the same for both years. Seven Indigenous schools, containing 302 boys, passed 124 by the different examination standards and earned an aggregate grant of Rs. 492.

SECTION G.—GENERAL PROGRESS.

Taking all things together, there is some, though not much, improvement in the District since 1884-85, and there would have been more, only that the inspection of the District took place at a time when there was a great deal of sickness going on.

RAWALPINDI DISTRICT.

Rawalpindi.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

There is an increase of one Anglo-Vernacular Middle school among Board schools, but the one Aided Anglo-Vernacular school and the 5 Vernacular schools remain the same. The number of scholars has increased in the High and Middle stages of both Anglo-Vernacular and Vernacular schools, but there is a decrease in the Primary departments of both kinds of schools, or a total decrease of 11·16 per cent. in all departments of Secondary schools. The decrease which would have been turned into a small increase, if last year's statistics were taken into account, is owing to sickness which raged in the District during the year under review. In Anglo-Vernacular schools fees are levied at full rates, but in Vernacular schools the rates are half. The fees have more than doubled, *i. e.*, from Rs. 2,982 they have come up to Rs. 8,124. The results of examinations show more than double the number of candidates and passes for the Entrance examination and more than five times and four times respectively for the Anglo-Vernacular Middle examination since 1884-85, while the Vernacular Middle examination of this year shows a very small decrease in passes over the former year. The number of English-learning students has increased by only 29, according to the returns, since 1884-85, but this increase is really larger, because English instruction in the Lower Primary department of Mission schools was taken into account in that year, and this is not done for the year under review.* Boarding arrangements are supplied to all Secondary schools, except two, and in one of these latter no such arrangements are required.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

Though the number of schools has increased by 11, the number of scholars has decreased by 6·9 per cent. The falling-off is found in the Lower Primary stage. Fees are levied at half rates. The amount collected, Rs. 2,367, is nearly double the amount collected in 1884-85. The results of both the Lower and Upper Primary examinations have not been so good as those for 1884-85. This

* *Note by Director of Public Instruction.*—This was an error on the part of the Inspector who has been addressed on the subject.

Appendix A. Rawalpindi Circle. Ráwalpindí.

is owing to a higher standard of qualifications being required now than before. There were at the end of the school year only 3 Zamíndárí schools with 181 scholars, of whom 142 are agriculturists.

SECTION C.—FEMALE EDUCATION.

The number of schools has decreased by 7, and the number of scholars by 440, but the instruction is higher, as there are 10 girls in the Upper Primary, while in 1884-85 there were no scholars above the Lower Primary stage. The results of examinations are better than those for the year 1884-85. Needle-work where taught is excellent. No needle-work is taught in Bedí Khem Singh's schools that are out in the District.

SECTION E.—GENERAL QUESTIONS.

There were at the end of the school year 46 open and one Jubilee scholarships held in the Secondary department of schools. Gymnastic apparatus exist in all Secondary schools. There are, however, very few Primary schools that have any appliances. Discipline is generally enforced; boys were found clean on the day of the examination; and the importance of looking to the moral character of the boys has been impressed upon the teachers. The proportion of uncertificated teachers is large. Out of 225 teachers only 93 hold certificates. Since 1884-85, 6 new buildings have been erected, and additions have been made to 5 of the old buildings. Some articles of furniture have not yet been supplied to schools. There is an increase in all the races in Secondary schools; but in the total numbers in public schools for boys there is a decrease of 1·36 per cent. among Hindús, 4 per cent. among Sikhs, and 6 per cent. among Muhammadans. In female schools there is an increase of 96 per cent. among Muhammadans. The net amount spent by the District Board falls short of the amount that may be required by Government by Rs. 2,536 and of the budget provision by Rs. 3,161; but it shows an increase of 17 per cent. on the amount spent in 1885-86. The Ráwalpindí Municipal Committee may, at the rate of 10 per cent. of its income, be required to pay as much as Rs. 20,000 on education, whereas the net amount spent is only Rs. 3,758, which is less than what was spent in 1885-86 or last year. The minor Municipalities, except that of Attock, have spent more than what they did before localization. The management of District and Municipal Board schools is on the whole satisfactory.

SECTION F.—PRIVATE SCHOOLS.

Next to the Rote schools, which contain nearly 8,000 pupils, there are 64 Gurmukhí schools with 952 scholars. Seven Indigenous schools and 5 other Elementary schools have been examined for grants, and Rs. 474 have been awarded as grants.

SECTION G.—GENERAL PROGRESS.

Taking into consideration the sickness that prevailed in the District, the progress of education has been fair in all kinds of schools.

Hazára.

HAZARA DISTRICT.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

The number of Secondary schools (3) is the same as five years ago, but the number of scholars has decreased by 21 per cent. The decrease has taken place in the Haripur Lower Primary department mainly owing to the Hindí department having been closed. Fees are levied at the prescribed rates in the Anglo-Vernacular schools; for Vernacular schools special rates are in force.* The amount collected for the year under report is Rs. 1,555, against Rs. 721 collected in 1884-85. At the Middle School examination held in January 1890, the numbers of candidates and passes were exactly double of those in 1884-85 on the Anglo-Vernacular side, while the passes in the Vernacular examination this year are only half of the number in the former. The advance of English education during the last 5 years has been only middling. There have been no new Anglo-Vernacular schools since then, and only 45 more boys are learning English than in 1884-85. The three Secondary schools in the District are provided with boarding arrangements, against one school so provided in 1884-85.

* *Note by Director of Public Instruction.*—Half rates are paid by sons of agriculturists in Vernacular Middle schools. Sons of village servants are exempt from the payment of fees in Primary schools. Full rates are levied from non-agriculturists.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

Though there are 2 more schools than there were in 1884-85, the number of scholars is nearly the same. Rupees 98 were collected as fees, against Rs. 54 collected in 1884-85. The effect of obliging non-agriculturists to pay full rates has been the decrease of nearly 100 Hindú boys in the schools. For the Upper Primary examination the number of candidates presented and the number of passes are more, but the percentage of passes on number of candidates is less than for the year 1884-85. The results for the Lower Primary examination are not so favourable as those for 1884-85. There are 3 Zamíndárí schools with 78 boys, of whom all but two are agriculturists.

SECTION C.—FEMALE EDUCATION.

There are no female schools in the District.

SECTION E.—GENERAL QUESTIONS.

There were 8 open scholarships held at the end of the school year. Some attention has been paid to physical education. There has been a decided improvement in discipline in the schools of the District. There is a great want of certificated teachers. Instead of assistant teachers there are only monitors of very low attainments employed. The buildings for Secondary schools are satisfactory; for Primary schools 15 are carried on in hired houses, some of which are not very suitable. Some furniture yet remains to be supplied to schools. The Muhammadans have increased, but the Hindús and Sikhs have decreased, in public schools during the last 5 years. The District Board spent in its net amount this year less than what it did in 1888-89, and also before localization in 1885-86. It does not yet spend so much as may be required by Government. The Abbottábád Municipal Committee have spent nothing from their funds, and are, on the contrary, in gain of Rs. 452.* Notwithstanding this, they were unwilling to spend a few rupees on the repairs of the science apparatus of the school under their charge. The minor Municipalities have spent a larger net amount than they did in 1885-86 before localization, but less than they did last year. The management of Secondary schools is satisfactory, but Primary schools require more attention, both as regards furniture and the teaching staff.

SECTION F.—PRIVATE SCHOOLS.

There are 621 Indigenous schools mostly teaching the Qurán by rote. The Persian schools that come next to the rote schools in number contain on an average only 8 pupils. Only 2 schools have been examined for grants, and Rs. 69 have been awarded as grants.

SECTION G.—GENERAL PROGRESS.

The progress of education has been on the whole fair; but in 2 out of the 3 Secondary schools no physics is taught, and lesson on common objects are not given in any of the schools.

PESHAWAR DISTRICT.

Peshawar.

SECTION A.—SECONDARY SCHOOLS FOR BOYS.

There is an increase of Secondary schools (1 Anglo-Vernacular and 1 Vernacular) and a very small increase in the number of scholars since 1884-85. The number in Anglo-Vernacular schools is 60 per cent. larger than it was, but that of the Vernacular schools (owing to the transfer of one large school from this side over to the English side) is nearly 30 per cent. smaller, hence a very small total increase. Fees are levied according to the rules of the Code, and the amount taken this year (Rs. 3,240) was more than 1½ times the amount of 1884-85. The results for the Entrance examination are almost the same as they were in 1884-85, while those for the Middle examination show double the number this year in candidates and passes. The number of English learning scholars (376) is now equal to one-third of the total scholars in Secondary schools, whereas in 1884-85 it was very nearly one-fifth of the total number. The Peshawar Mission school is the only institution in the District with a boarding-house.

* *Note by Director of Public Instruction.*—It has been pointed out in connection with the district report that the Municipal Committee should not be allowed to make a profit by the transfer of the Municipal Board school to their charge. A reference has been made to the Inspector as regards the repairs to the science apparatus.

Appendix A.

Rawalpindi Circle

Peshâwar.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

There is a comparatively large increase in both Primary schools and scholars, and the fee amount (Rs. 459), though collected by special sanction at lower rates than those laid down in the Code, was more than three times the amount collected 5 years ago. It is satisfactory to note that in these Primary schools the number of agriculturists is shown to have increased by more than 70 per cent. since 1884-85. A comparison of the results of the Primary examinations, however, shows little or no advance since 1884-85, the increase in the Upper Primary not being worthy of mention, while in the Lower Primary examination there is actually a small decrease in the passes. There are 4 Zamíndárí schools with an aggregate of 148 scholars, of whom 103 are agriculturists.

SECTION C.—FEMALE EDUCATION.

The only female schools in the District are those belonging to the Mission Society, and of these there are 2 schools with 82 scholars, all in the city of Peshâwar. In 1884-85 there were 2 schools with 133 girls.

SECTION E.—GENERAL QUESTIONS.

There were at the end of the school year 37 scholarships held in Secondary schools, which were awarded according to the rules of the Code; and in addition to the fixed annual scholarships awarded in the District, the 8 Jubilee High school scholarships competed for by the whole Peshâwar Division were all carried off by this District at the last Middle School examination. In addition to the above, there are some stipends awarded in both Secondary and Primary departments, but these were commenced before the present strict rules on scholarships came out, and the number of them is being gradually reduced. Gymnastic exercises and cricket are practised in the Anglo-Vernacular schools in the city of Peshâwar; but very little in the direction of physical training is carried on out in the District. The conduct of the boys during the examinations was on the whole satisfactory, except in a few instances where prompting one another at examination time was detected. The work of the teachers, with the exception of a few in Secondary schools, has been on the whole satisfactory, and the number of teachers not possessing departmental certificates has been fairly reduced since 1884-85. The Vernacular school buildings are suitable for their purposes; but they are not as well supplied with the requisite articles of furniture, books, &c. In these respects there has not been much improvement made since 1884-85. A new building for the Municipal Board school is going to be commenced. In public schools for boys, there has been, since 1884-85 a very insignificant increase in Hindús and Sikhs, and a large increase in Muhammadans. In private schools there has been a very small decrease in each of the creeds. The gross expenditure on education from District funds was less than the budget provision, but the net expenditure for this year exceeded that of last year and of 1885-86 before localization. The gross expenditure on education from Municipal funds was extremely little when compared with the budget provision, and the net expenditure during the year, although very trifling when compared with the 10 per cent. of the Municipal funds that may be set apart for education, is nevertheless larger than the net amount spent either last year or in 1885-86. The District and Municipal Boards profess very good intentions in their efforts of looking after their schools, but these intentions have not always been carried out as promptly as might have been done, perhaps through circumstances not always under their control.

SECTION F.—PRIVATE SCHOOLS.

Private schools for boys show a very small decrease of scholars since 1884-85, while those for girls show a very large increase of scholars, all in Muhammadans. The private schools are all comprised of Indigenous schools, and 4 of these, containing 125 boys, passed 30 by the different examination standards at the end of the year, and earned Rs. 484 in grants.

SECTION G.—GENERAL PROGRESS.

There has been on the whole fair progress made in education since 1884-85, and the desire for public school education is said to have considerably increased since then, and this is shown in the number of Primary schools that have been opened during the period under review.

KOHAT DISTRICT.

SECTION A.— SECONDARY SCHOOLS FOR BOYS.

There is only one Secondary school in the District, and that is the Anglo-Vernacular one in the town of Kohát, and was of the Middle standard at the end of the year. Its scholars have increased by 50 per cent. in the Middle stage, but there is a very small decrease in the Primary stage since 1884-85. Fees are levied at special rates, and the amount (Rs. 1,128) collected this year is almost double of what it was 5 years ago. At the last Middle examination the candidates and passes were double of what they were 5 years ago. The increase in the number of students learning English is so very trifling that it may be said there is no difference in this respect since 1884-85. There is a first-rate boarding-house attached to the school.

SECTION B.—PRIMARY SCHOOLS FOR BOYS.

There are only 7 Primary schools in the District, but even this is nearly double the number open in 1884-85, while the number of boys has increased by 25 per cent. The amount collected in fees (which are not levied at the rates laid down in the Code) is very small and even smaller than that collected 5 years ago, when there were no exemptions made to agriculturists. There is a very little difference in the examination results for the beginning and end of the period under review, the Upper Primary result being a trifle better and the Lower Primary a little worse for this year. There are no Zamíndárí, nor are there any female, schools in the District.

SECTION E.—GENERAL QUESTIONS.

There were 12 scholarships awarded according to the rules of the Code, held in the Middle department at the end of the year, and one stipend in the Primary department, which commenced before the present rules regarding scholarships came into operation. Gymnastic exercises and cricket are practised in the Kohát school, and some of the Vernacular schools have also been supplied with some gymnastic appliances, all of which is an improvement since 1884-85. All the principal teachers in the Secondary schools and 2 teachers in the 7 Vernacular schools have got departmental certificates, and in this respect here is a little improvement during the past 5 years.

All the school buildings are in a satisfactory state, but all are not as well furnished as they might be There is a decrease of Hindús and Sikhs, and an increase of 30 per cent. in Muhammdans, in public schools for the period in question; while in private schools both Muhammadans and Hindús have fallen off, and there are no Sikhs at all. The gross expenditure on education from District funds was less than the budget provision for the year, while the net expenditure was greater than either that of last year or of 1885-86. The gross expenditure from Municipal funds exceeded the budget provision for the year, whilst the net expenditure was less than that of last year and 1885-86. Both District and Municipal Boards look well after the interests of their schools. As a matter of striking interest, it may be mentioned that all arrangements have been completed for raising the status of the Municipal Board Anglo-Vernacular school to the High grade, and sanction was given to the measure just after the close of the year under review.

SECTION F.—PRIVATE SCHOOLS.

All the private schools are Indigenous schools, and all the scholars in them, except a few, are Muhammadans, and of these there has been a decrease of 20 per cent. since 1884 85. One of these schools earned a grant of Rs. 12, under Chapter III of the Code.

SECTION G.—GENERAL PROGRESS.

There has been some progress made during the past 5 years, and for such a District as Kohát, it may, perhaps, on the whole, be considered fair.

Appendix A.

Derajat Circle.

D. I. Khan.

DERAJAT CIRCLE.

DERA ISMAIL KHAN DISTRICT.

SECONDARY SCHOOLS.

The number of Secondary schools in the District has risen from 4 to 6 owing to the establishment of an Unaided Bhratri High school at the head-quarters, and the elevation of the Kuláchí school to the Middle grade. The total numbers in the Secondary stage for the year 1884-85 and for that under report respectively are—Anglo-Vernacular 86 and 213; Vernacular 51 and 108. The most noteworthy feature is the large increase of about 148 per cent. on the Anglo-Vernacular side. The general character of instruction in these institutions has greatly improved; and the income from fees has considerably increased from Rs. 1,312 to Rs. 3,507. The results of the last Entrance and Middle School examinations are a *marked* improvement on those of 1884-85. Fourteen out of 24 candidates succeeded in the Entrance examination, whereas in 1884-85 there were only 3 candidates, of whom *none* passed. In the Middle School examination, 83 out of 104 candidates were successful, against 37 candidates and 34 passes in 1884-85. The boys of the Municipal Board school, Dera Isma'íl Khán, scored very high marks, one of them, Abd-us-sattar, taking the *first* place among the Anglo-Vernacular candidates in the Province The number of scholars studying English has risen by about 77 per cent., while the number of those reading in the Vernacular schools has increased by about 54 per cent. The boarding-house, attached to the Municipal Board school at head-quarters, does not afford sufficient accommodation. Two boarding-houses have been lately provided at Bhakkar and Kuláchí.

PRIMARY SCHOOLS.

There are 26 Primary schools, or 4 more than in 1884-85. The numbers of scholars have advanced from 1,246 to 1,452, or by about 17 per cent., and, including the Primary departments of Secondary schools, from 2,022 to 2,410, or by about 19 per cent. The schools are generally in a fairly efficient state; but there is considerable room for improvement in the quality of the instruction given in them. The fee income has risen from Rs. 110 to Rs. 169. The results of the Upper and Lower Primary examinations are fairly satisfactory as compared with those of 1884-85. There are 3 Zamíndárí schools attended by 124 scholars, of whom nearly one-third belong to the agricultural class.

Female education is represented by a Municipal Hindí girls' school at head-quarters, which has made very little progress, as *none* of the girls have advanced beyond the Lower Primary stage.

GENERAL.

The expenditure on all kinds of scholarships (76 in number) amounted to Rs 2,430. Of these scholarships, 4, which are really stipends, and are paid from public funds, are held by Wazírí boys in the Primary department of the Aided Mission school at Dera Isma'íl Khán.

The conduct of the students has been satisfactory. The work of the teachers is generally fair, but a large majority of them are untrained and uncertificated.

Eight teachers are employed as sub-post masters.

The school-house are in a fair condition; 6 of the schools are without buildings of their own.

Furniture, as laid down in the Code, has not been fully supplied to the schools.

The numbers of Hindús and Muhammadans attending public schools have considerably advanced from 1,253 and 871 to 1,547 and 1,138 respectively. There has been a *marked* increase in the Secondary stage, and the percentage of increase amongst Muhammadans is larger than amongst Hindús.

The total net expenditure on education during the year from District funds, exclusive of Government grant, tuition fees, &c., has amounted to Rs. 8,777, which exceeds by Rs. 756 and Rs. 1,258 respectively, the amounts spent during the preceding year and the year 1885-86.

The net amount expended during the year by the principal Municipality at head-quarters has been Rs. 3,254, which is greater by Rs. 1,279 than the amount spent in 1885-86.

The net expenditure incurred by the minor Municipalities of the District has amounted to Rs. 1,717, which slightly falls short by Rs. 71 of the sum expended in 1885-86.

The Board schools in the District are managed by the District Judge, Dera Isma'íl Khán, on behalf of the Deputy Commissioner.

The numbers of Hindús and Sikhs attending private schools have declined from 1,107 and 55 to 818 and 33 respectively; whilst those of the Muhammadans have increased from 3,811 to 4,130 as compared with 1884-85.

The number of Indigenous schools, which have earned grants-in-aid is 15, with an attendance of 426 scholars. In all these schools, with one exception, Urdú and Persian are taught.

The District Inspector has not paid regular visits to the schools. The Tahsíldárs and their Náibs generally have paid *one* visit to the schools within their jurisdiction.

BANNU DISTRICT.

SECONDARY SCHOOLS.

There are 5 Secondary schools of the Middle grade in the District. The Municipal Board and the Aided Mission schools at the head-quarters are Anglo-Vernacular; the others, at Lakki, Miánwáli and 'Isa Khail are Vernacular. The last-named school was raised to the Middle grade during the year. Satisfactory progress has been made in these schools The total numbers in the Secondary stage for the year 1884-85 and this respectively are—Anglo-Vernacular 25 and 61; Vernacular 39 and 102. The large increase of about 144 per cent. on the Anglo Vernacular side is remarkable. The fee-income has considerably increased from Rs. 132 to Rs. 588. The results of the last Middle School examination compare *very* favourably with those of 1884-85; 15 out of 25 candidates passed from Anglo-Vernacular and 16 out of 26 from Vernacular schools. The passes for 1884-85 were 2 out of 4 and 10 out of 11 respectively The number of scholars studying English has risen by about 73 per cent, while the number of those reading in the Vernacular schools has increased by about 42 per cent. The Lakki and Miánwáli schools have been lately supplied with boarding-houses.

PRIMARY SCHOOLS.

The number of Primary schools remains the same as before, *viz.*, 28. Owing to a very severe epidemic of fever, the progress of the schools was much retarded. Although there has been an increase of about 26 per cent. in the Upper Primary stage, the falling-off of about 25 per cent. in the Lower Primary stage is much to be regretted. The schools of the Miánwáli Tahsíl are generally in a more prosperous condition than those of Lakki and Bannú. The amount realized in fees has risen from Rs. 13 to Rs. 41. The result of the Upper Primary examination contrasts favourably with that of 1884-85, but that of the Lower Primary is not quite satisfactory. There are 3 Zamíndárí schools attended by 90 scholars, of whom two-thirds belong to the agricultural class.

No start has yet been made in female education in the District.

GENERAL.

The scholarships amounted to Rs. 482, of which Rs. 150 were borne by District funds and Rs. 332 by Municipal funds.

Physical education has received some attention in the District. All the schools have been supplied with "parallel bars" during the year.

The conduct of the students has been satisfactory.

The work of the teachers is generally fair; most of them are untrained and uncertificated. In some schools monitors are still employed in contravention of the rules.

Five teachers are employed as sub-post masters.

School-houses are required in certain villages. A suitable building is much needed for the Municipal Board school at the head-quarters.

The necessary furniture and appliances have not been fully supplied to the schools.

The numbers of Sikhs and Muhammadans attending public schools have advanced from 35 and 940 to 37 and 965 respectively, while those of Hindús have declined from 974 to 851. The fact that the number of Muhammadans in the Secondary stage is more than doubled within the last five years is very encouraging.

The net expenditure on education incurred during the year from District funds, exclusive of Government grant and fees, has been Rs. 7,062, which is less than that incurred in the previous year and the year 1885-86 by Rs. 831 and Rs. 1,845 respectively. This large reduction is mainly attributable to the non-payment of a moiety of the contributions to the Municipal Board schools.*

Note by Director of Public Instruction.—On this subject the following observation was made in letter No 002, dated 17th May 1890, to Commissioner, Deraját Division:—"Grants due to the Municipalities should be paid with punctuality At the same time, if the Municipalities can afford to dispense with such contributions, or a portion of them, without injury to the schools under their charge, it is a question whether they might not be withdrawn with advantage, in whole or in part, and expended on the extension and improvement of Primary schools."

Appendix A.

Derajat Circle.

Bannú.

The net expenditure from Municipal funds, excluding school fees and grants from Government and District funds, has been Rs. 3,648, which exceeds by Rs. 706 and Rs. 1,654 respectively the sums spent during the preceding year and the year 1885-86.

The Board schools are managed by an Extra Assistant Commissioner on behalf of the Deputy Commissioner.

In private schools the numbers of Hindús have risen from 277 to 421, or by about 52 per cent., while those of Muhammadans have fallen from 7,090 to 5,120, or by about 28 per cent., owing principally to the exclusion from the returns of many "Qurán schools" containing less than 6 scholars.

The number of Indigenous schools, which have earned grants-in-aid, is 9, with an attendance of 327 scholars. In all these schools, excepting one, in which instruction is given in Hindí and Gurmúkhí, Urdú and Persian are taught.

The District Inspector has been regular in his visits to the schools, but has not paid sufficient attention to his office work.

The Tahsíldárs and their Náibs generally have *once* visited the schools within their jurisdiction.

Muzaffargarh.

MUZAFFARGARH DISTRICT.

SECONDARY SCHOOLS.

There are, as in 1884-85, 3 Secondary schools of the Middle grade in the District, of which one, at head-quarters, is Anglo-Vernacular, and the other two are Vernacular. The total number in the Secondary stage for the year 1884-85 and that under report respectively are—Anglo-Vernacular 23 and 29; Vernacular 46 and 59. The Muzaffargarh and Kot Addú schools are in an efficient state, but the condition of the 'Alípur school is not altogether satisfactory. On the whole, very fair progress has been made in these schools both numerically and instructionally, which is satisfactory, considering the great check and interruption caused by the heavy floods and the prevalence of sickness. The fees have decreased from Rs. 726 to Rs. 679. The result of the Middle School examination compares favourably with that of 1884-85, showing a sufficient increase in the number of candidates and the number of passes. The number of scholars studying English has risen by 54 per cent., while the number of those learning in the Vernacular schools has increased by 14 per cent. The Muzaffargarh and Kot Addú schools have been provided with boarding-houses.

PRIMARY SCHOOLS.

There are 33 Primary schools in the District, or 10 more than in 1884-85. The numbers of scholars have advanced from 1,005 to 1,454, or by about 44 per cent., and, including the Primary departments of Secondary schools, from 1,295 to 1,800, or by about 39 per cent., which is highly satisfactory. The general quality of instruction in these schools is gradually improving, as the old and inefficient teachers are being supplanted by trained men. The fees have amounted to Rs. 32. The results of the Upper and Lower Primary examinations, which are not very favourable, would have been much better had the schools not suffered from the fever epidemic which retarded their progress. There are, however, signs of improvement everywhere. There are 3 Zamíndárí schools attended by 117 scholars, of whom more than one-half belong to the agricultural class.

No start has yet been made in the direction of female education in the District.

GENERAL.

The expenditure on scholarships amounted to Rs 814, of which Rs. 751 were met from District funds and Rs. 63 from Municipal funds.

Physical education has received considerable attention. All the schools have been provided with cricket gear, and the Middle schools with parallel and horizontal bars also. Cricket is played with great enthusiasm at the head-quarters.

The conduct of the students has been satisfactory. The work of the teachers is generally fair; a large majority of them are old and untrained. In some schools assistant teachers have been temporarily appointed who have passed the Upper Primary examination.

The school-houses are generally in a fair condition, but some schools are still held in *chhappars*.

The schools generally have been well supplied with the necessary furniture and appliances.

In public schools, while the numbers of Hindús have been stationary in the Secondary stage, those of Muhammadans have increased from 20 to 37, or by 85 per cent. In the Primary stage the numbers of both Hindús and Muhammadans have alike advanced considerably.

The net expenditure on education during the year from District funds, exclusive of Government grant and fees, has been Rs. 10,602, which exceeds by

Rs. 639 and Rs. 1,604 respectively the amounts spent in the previous year and the year before the localization of schools in 1885-86.

The net expenditure on education from Municipal funds, excluding fees and grants from Government and District funds, has been Rs. 979, which is Rs. 247 more than that incurred in 1885-86.

The management of Board schools is in the hands of the Deputy Commissioner.

In private schools the numbers of Hindús have increased from 107 to 242, or by nearly 126 per cent, while those of Muhammadans have declined from 2,357 to 2,075, or by about 12 per cent., which is due to the fact that many "Qurán schools," containing less than 6 scholars, no longer find a place in the returns.

The number of Indigenous schools, which have earned grants-in-aid, is 10, with an attendance of 229 scholars. They are all Vernacular schools, in which Urdú and Persian are taught. The total amount of grants earned by them is yearly increasing, which is an evidence of the steady improvement which is being effected in these schools.

The District Inspector has worked well. The Tahsíldárs and their Náibs generally have *once* visited the schools within their jurisdiction.

DERA GHAZI KHAN DISTRICT.

D. G. Khán.

SECONDARY SCHOOLS.

There are, as in 1884-85, 6 Secondary schools in the District, of which 2, at Dera Ghází Khán and Rájanpur, are Anglo-Vernacular, and the other 4 are Vernacular. English was again introduced into the Rájanpur school in 1885. During the preceding five years satisfactory progress has been made in Anglo-Vernacular schools. The total numbers in the Secondary stage for the year 1884-85 and that under report respectively are—Anglo-Vernacular 94 and 126; Vernacular 130 and 101. The falling-off in Vernacular schools is mainly due to the conversion of Rájanpur into an Anglo-Vernacular school. The Dera Ghází Khán Municipal Board school, which is in a very flourishing condition, has recently been raised to the status of a High school; the people having liberally subscribed about Rs. 4,000 towards the extra cost. There has been a very large addition to the income from fees, which have risen from Rs. 1,565 to Rs. 2,334. The result of the last Middle School examination on the Anglo-Vernacular side bears a *very favourable* comparison with that obtained in 1884-85. The diminution in the number of examinees and of passes on the Vernacular side may be ascribed chiefly to the *bad* result of the Dájal and Rujhán schools. The number of scholars learning English has increased by about 35 per cent., while the number of those reading in the Vernacular schools has declined by about 31 per cent. The Municipal Board school at head-quarters was provided last year with an excellent boarding-house, which is well managed. This year two more boarding-houses have been supplied to the Vernacular schools at Taunsá and Jámpur.

PRIMARY SCHOOLS.

There are 43 Primary schools in the District, or 11 more than in 1884-85, including an Anglo-Vernacular Mission school at head quarters, which was brought on the list of Aided schools last year. The increase in the number of scholars, who have advanced from 1,796 to 2,307, or by 28 per cent., is highly satisfactory. The tuition imparted has much improved, and the schools are generally in a fairly efficient state. The results of the Upper and Lower Primary examinations are a decided improvement on those of 1884-85. During the year 4 of the schools were converted into Zamíndárí schools.

There is no public girls' school in the District. An Aided Indigenous school, which is in the town of Dera Ghází Khán, is doing well.

GENERAL.

The expenditure on all kinds of scholarships was Rs. 2,360. The rules for the award of open and Jubilee scholarships are strictly observed; those for close scholarships have not yet been enforced.

Physical training has received due attention. A gymnastic instructor has been entertained for the Municipal Board school at head-quarters.

The conduct of the students has been satisfactory. The work of the teachers is generally fair. Improvement is taking place in the discipline and the method of instruction with the gradual supply of trained men.

The school buildings are in fair order. The necessary furniture has not been fully supplied to the schools.

Appendix A.

Derajat Circle.

D. G. Khán

The numbers of Hindús and Muhammadans attending public schools have advanced from 1,401 and 1,320 to 1,474 and 1,725 respectively; and the fact that the number of Muhammadans on the Anglo-Vernacular side is nearly doubled within the past five years is worthy of notice.

The net expenditure on education incurred during the year from District funds, exclusive of Government grant and tuition fees, has been Rs. 13,268, which is greater by Rs. 552 and Rs. 2,988 respectively than the amounts expended in the previous year and the year 1885-86.

The net expenditure incurred by the principal Municipality at head-quarters has amounted to Rs. 3,467, which is greater by Rs. 1,068 and Rs. 1,936 respectively than the sums spent in the previous year and the year 1885-86.

The net amount expended by the minor Municipalities of the District has been Rs. 1,494, which exceeds by Rs. 294 the sum spent in 1885-86.

The management of Board schools is in the hands of the Deputy Commissioner.

In private schools the numbers of Hindús have risen from 130 to 239, or by about 84 per cent., while those of Muhammadans have fallen from 2,295 to 1,689, or by about 26 per cent., owing chiefly to the exclusion from the returns many "Qurán schools" containing less than 6 scholars.

The number of Indigenous schools, which have earned grants-in-aid, is 11, with an attendance of 387 scholars. With the exception of one Hindí girls' school, they are all boys' schools, in which Urdú and Persian are taught. It is satisfactory to note that the amount of grants earned by them is yearly increasing, which indicates the steady improvement and popularity of those schools.

The District Inspector has worked well. Among the Tahsíldárs, Mír 'Alam Khán, of Rájanpur, deserves special mention for the interest he has shown in the cause of education.

APPENDIX B.

REPORT ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1889-90

I have the honour to submit the Annual Report of the Lahore Government College for the year 1889-90.

Staff.

1. The Staff of the Government College on 31st March 1890 was as follows:—

E. S. Robertson, Esq., M.A., Officiating Principal; W. Bell, Esq., M.A., Professor of Philosophy; J. C. Godley, Esq., B.A., Professor of History; J. C. Oman, Esq., Professor of Science; Bábú Sashí Bhúshan Mukarjí, M.A., B.L., Officiating Professor of Mathematics; G. N. Chatterjí, Esq., B.A., Assistant Professor; Lála Ruchí Rám, M.A., Assistant Professor.

Changes in the Staff.

2. Mr. J. G. Bagram, B.A., Officiating Professor of History, resigned his appointment on the afternoon of the 2nd December 1889, and was succeeded by Mr. V. S. O'Connor, who joined the College on the forenoon of the 9th December 1889. Mr. J. C. Godley, the new permanent Professor of History, joined on the afternoon of the 2nd January 1890, and Mr. V. S. O'Connor relinquished charge on the same date.

Professor Oman, on the expiration of two years' furlough, returned to College on the forenoon of the 12th April 1889, when Pandit Gurú Datt, M.A., relinquished charge of the Officiating Professorship of Science.

During the year under report, Mr. T. C. Lewis, Principal, took three months' privilege leave from the forenoon of the 20th April 1889, and again seven months' furlough to Europe with effect from the afternoon of 27th March 1890, and on both occasions I was appointed to officiate as Principal of the Lahore Government College.

Number and distribution of students on 31st March 1890.

3. The following statement gives the number and distribution of students in the College on the 31st March 1890, and compares this year's figures with those of the corresponding period in 1884-85:—

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1889-90.	1884-85	Increase.	Decrease.
Intermediate Class...	First year ...	21	94	...	73
	Second year ...	32	49	...	17
B. A. Class ...	Third year ...	19	25	...	6
	Fourth year ...	35	14	21	
M. A. Class		8	4	4	..
Total		115	186	...	71

The decrease in the number of students since 1884-85 is due to the facts adverted to in my last year's Report, namely, the greater facilities now afforded to students in Mission Colleges, at the Anglo-Vedic College, and at the Amritsar Board College. Local convenience, and fees lower than ours, have drawn away a considerable number of students.

It is not unworthy of note, however, that the figures for the fourth and fifth classes show an increase of students proceeding to the degrees. Perhaps I may be allowed to say that at the time of writing I am receiving clear indications that in the year 1890-91 we shall have more candidates for the M. A. Degree reading with us than we have ever had before, and indeed we anticipate that our upper classes in general will be increased in the coming year by about thirty per cent.

Appendix B.

Government College, Lahore.

The average number on the rolls during the year was 101, and the average daily attendance 92; the corresponding returns for 1884-85 being 174 and 151. The percentage of attendance has thus slightly increased, and is probably as high as it ever will be, considering the inroads that native marriage and burial customs make on regularity, in addition to ordinary reasons, such as sickness.

Direct expenditure and fees.

4. The following statement gives information as to direct expenditure and fees for 1889-90, and compares these items with those for 1884-85:—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1889-90.	1884-85.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	46,821	45,958	863	...
Fees	6,086	3,716	2,370	...
Total	52,907	49,674	3,233	...

The increase in the item of "Tuition Fees" is of course due to the order of Government, by which we have for some time raised all the fees yearly. In 1884-85 the College fee was Rs. 2 for every student; now the fees are, for the Intermediate candidates Rs. 7; for the B. A. candidates Rs. 8; for the M. A. candidates Rs. 10.

It appears that there is only a slight increase in the expenditure from 1884-85, unless the indirect expenditure is also included in the item of Rs. 45,958.

Expenditure on Scholarships.

5. The following is the statement of expenditure on scholarships for 1889-90 and 1884-85:—

STATEMENT OF SCHOLARSHIPS.

		1889-90.	1884-85.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	3,414	10,892	...	7,478
	District Funds	...	143	...	143
	Municipal Funds	309	1,186	...	877
	University Funds	2,431	3,428	...	997
	Other sources	514	511	3	...
	Total	6,668	16,160	...	9,492
Number of Holders of	Government and University open scholarships	24	91	...	67
	Jubilee scholarships	8		8	
	Zamíndári scholarships ...	...		...	...
	Other scholarships	8	17	..	9
	Total	40	108	..	68

* Did not exist.

The number of scholarships has much decreased since 1884-85. The award of Government scholarships is now limited to a grant of Rs. 4,500 per annum. The University scholarships given in the College have also decreased, the cause of the decrease being the diminution of our roll and therefore a smaller number of passes in examinations.

6. The following statement gives the classification of students according to race, creed or sect on the 31st March 1890 :— Classification of students according to race, creed, &c.

Classes.	Hindús.	Muhammadans.	Sikhs.	Christians.	Total
V year class ...	6	2	...	...	8
IV year class ...	18	15	2	...	35
III year class ...	11	8	...	...	19
II year class ...	21	9	1	1	32
I year class ...	10	7	3	1	21
Total ...	66	41	6	2	115

In 1884-85 the College had on its roll 135 Hindús, 30 Muhammadans, 17 Sikhs and 4 Christians. Comparison of these figures with those of the present year shows that the Muhammadans, by scholarships and other means, have done much during the last five years to remove the reproach of indifference to education that was lying at their door. The figures regarding Sikhs are painful, indicating, as they do, a retrograde tendency, against which, I understand, the Khálsa leaders have just resolved to fight. I think I might mention here that for the first time in the history of the community, a Ját Sikh passed B. A. (from our College) in 1889. His name is Badháwá Singh. This year, another Sikh, Lakhmír Singh, has passed B. A. from this College.

7. The subjoined statement gives the results of the various Arts Examinations held in 1889-90 as compared with 1884-85 :— Results of examinations.

RESULTS OF EXAMINATIONS.

		1889-90	1884-85.	Increase.	Decrease
F. A., Calcutta ...	Candidates ...	1	...	1	...
	Passes ...	...	...	...	...
Intermediate, Punjab.	Candidates ...	31	46	...	15
	Passes ...	25	19	6	...
B. A., Punjab ...	Candidates ...	37	13	24	
	Passes ...	20	8	12	...
M. A., Punjab ...	Candidates ...	3	4	...	1
	Passes ...	...	4	..	4

It appears from the above statement that the candidates for the Intermediate Examination have decreased from 1884-85. The proportion of passes has, however, much increased. The reasons why the proportion of passes among Intermediates is greater this year are probably these—(1), the Entrance Examination is now a little harder than formerly ; and consequently (2), the quality of Intermediate students has improved ; and (3), the teachers may claim to have worked with unusual success.

Appendix B. Government College, Lahore.

The candidates and passes for the B. A. Examination have much increased from 1884-85. In the *proportion* of passes, however, the year 1884-85 has the advantage. I attribute this fact to these reasons: (1), in earlier days only the best or "picked" men ventured to go on to degrees, while now there is a general rush for degrees among students, good and indifferent; (2), the University standards were probably not so fully examined up to as they now are.

In this year's Punjab University List of B. As., only one name appears in the first division. It is that of Udai Rám, a Government College student. There are seven names in the second division. The first five of the students thus distinguished belong to this College. Three out of these five are Muhammadans.

The M. A. pass has decreased. Indeed, there is no pass out of the three candidates for the M. A. Examination this year. Here I must say, in the first place, that it is somewhat unfortunate for this year's Report that it has to compare the figures for the past year with those of the particular year 1884-85. A glance at the Reports written since 1882 will show that in the history of the University Examinations, our College has never produced figures nearly so good as those of 1884-85. Particularly is this the case with regard to M. As. Since 1882, the "turn-out" of M. A. candidates and passes in our College has been as follows :—

1882-83	...	...	2 candidates, who both failed;
1883-84	...	...	1 candidate, who failed;
1884-85	...	...	4 candidates, who all passed;
1885-86	...	...	4 candidates, of whom 2 failed;
1886-87	...	...	2 candidates, who both failed;
1887-88	...	...	3 candidates, who all failed;
1888-89	...	...	11 candidates, of whom 9 failed.

It will be seen, then, that in most years our College has found it very difficult to pass candidates for the M. A. Degree; and this difficulty is mainly caused by the minimum attainment of 50 per cent. in each paper, required of the candidates. In 1884-85 there must have been something abnormal about the candidates, or about the teaching, or, most likely of all, about the standards the examiners fixed in their minds.

Out of our three M. A. candidates this year, one of the English students was not regarded as likely to pass. The other was looked upon as giving every promise, and by the kindness of the University Registrar I am in a position to say he did brilliantly in most of his papers, and cleared an *average* of considerably over 50 per cent. Both of these students, however, insisted on reading in the Law School while studying for the M. A. Degree—a practice which reduces the chance of a candidate considerably. The third M. A. candidate failed in Mathematics.

Here I hope I may be allowed to record the pleasure with which we have learned that our best B. A. of two years ago, Harí Krishna Koul, has now passed his M. A. in Sanskrit from the Oriental College. Harí Krishna was lately appointed to the Provincial Civil Service on account of his family claims and his personal merit. I cannot refrain from saying that in our College he was a model student, eager and capable in his studies, punctual in all duties, gentlemanly in his manners, and not least, a good cricketer, with keen zest for all manly sports. I wish our College could receive or produce more young men of this type. We look to Harí Krishna's future with hopeful interest, trusting that the modesty of manner that has hitherto characterised him will continue with him, and that his successes up to this point will only be regarded by him as stepping stones.

Here also I think it fitting to record our regret at the death of Pandit Gurú Datt, M. A., a graduate from this College, a distinguished Sanskrit and Science scholar, and formerly an Assistant Professor in the College.

Results of examinations in each subject.

8. The following statement compares the results of examinations in each subject with the results for 1884-85 :—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1889-90	...	31	3	6	23	31	...	30	.	...	13
		1884-85	...	42	4	8	36	42	..	41	2	...	23
		Increase	...	...	...	...	...	...	...	...	...	...	...
		Decrease	. .	11	1	2	13	11	...	11	2	...	10
	Passes	1889-90	...	31	3	5	20	29	...	29	...	...	12
		1884-85	...	40	4	5	36	25	...	27	2	...	10
		Increase	...	...	...	...	...	4	...	2	...	...	2
		Decrease	...	9	1	...	16	...	...	...	2	...	...
B. A. Examination.	Candidates	1889-90	...	37	6	1	36	12	3	21	8	...	8
		1884-85	...	13	...	5	8	4	...	9	5	...	5
		Increase		24	6	...	28	8	3	12	3	...	3
		Decrease	.	...	..	4	...	...	...	...	..	...	...
	Passes	1889-90	...	23	5	...	32	10	2	13	8	...	6
		1884-85	.	10	...	5	6	2	.	4	5	...	5
		Increase	...	13	5	...	26	8	2	9	3	...	1
		Decrease	...	...	...	5			...	...	...	...	...
M. A. Examination.	Candidates	1889-90*	...	2	...	...	...	1	...	...	...	...	...
		1884-85	...	1	...	...	...	...	...	...	2	...	1
		Increase	...	1	...	...	...	1	...	...	...	...	...
		Decrease	..	...	...	...	...	...	...	...	2	...	1
	Passes	1889-90	...	...	...	...	...	...	...	...	...	...	...
		1884-85	...	1	...	...	...	...	...	...	2	...	1
		Increase	...	...	...	...	...	...	...	...	...	...	...
		Decrease	...	1	...	...	...	...	...	...	2	..	1

From the above statement it would appear that the results in each subject for the Intermediate Examination are very good. The results in English and Arabic are absolutely as good as could be desired. Not a single failure occurred in those two subjects.

The following table shows the percentage of passes for each Intermediate subject in 1889-90 and 1884-85 :—

	1889-90. Per cent.	1884-85. Per cent.
English	100	95
Arabic	100	100
Sanskrit	83	62½
Persian	87	100
Mathematics	94	60
Philosophy	97	66
Physics and Chemistry	93	43
History and Political Economy	No candidate	100

As the aim of this Report, however, is to give an accurate notion of educational results, I think myself bound to say that the Punjab University Intermediate Examination this year exhibited one of those fluctuations that have been only too common in its history; it was rather too easy.

The following table shows the percentage of passes for each B. A. subject in 1889-90 and 1884-85 :—

	1889-90. Per cent.	1884-85. Per cent.
English	72	77
Arabic	83	No candidate.
Sanskrit...	*	100
Persian	89	75
Mathematics, A Course	83	50
Mathematics, B Course	66	No candidate.
Philosophy	62	44
History and Political Economy ...	100	100
Physics and Chemistry	75	100

* One candidate went up and failed.

Appendix B.

Government College, Lahore.

It will be seen that the proportion of passes in English is a little less this year than in 1884-85. There is a fall likewise in the percentages for Physics and Chemistry, and in Sanskrit. On the other hand, the present year's results in Philosophy, Persian and Mathematics (A Course) compare favourably with those of 1884-85. The percentages of English B. A. passes from our College in the Punjab University Examinations have been as follows :—

	Per cent.
In 1883-84	58
„ 1884-85	77
„ 1885-86	57
„ 1886-87	70
„ 1887-88	69
„ 1888-89	31

From this statement it will appear that our College has this year passed more B. As. in English than in any other year of the University Examinations, excepting the phenomenal year 1884-85.

Physical training and games, College Debating Club.

9. The amount realised during the year on account of subscription to the College Union Club amounted to Rs. 258. With this amount in hand the Club has continued its various athletic sports and played frequent matches. The Reading-room has been kept supplied with a large number of periodicals, and the Debating Club (in connection with which we are starting Shakespearian readings) remains in working order.

Boarding-houses

10. The two boarding-houses, one for the Hindús and the other for the Muhammadans, have been maintained in connection with the College. The sanctioned expenditure for boarding-house purposes has been revised during the year. Proposals for the erection of a large boarding-house are before Government, and plans have also been submitted. We hope great things from our new boarding-house. An increase of friendly union among our students, and between them and the teachers, will result from this establishment, that cannot fail to make its mark on our roll numbers and on the quality of the students we produce.

Conduct of the students : moral instruction.

11. The conduct of the students throughout the year has been good. Lectures of a distinctly moral tendency were given during the cold weather by the Vice-Chancellor of the Punjab University (Dr. W. H. Rattigan), Professor Bell, Bábú Protáp Chandrá Mozamdar, Dr ; C. R. Stulpnagel, and Dr. Grant. The subjects treated by these gentlemen respectively were—"The Greek Tragic Poets as Moral Teacher ;" "Herbert Spencer ;" "Christ as a Moral Teacher ;" "The Ends of Education ;" "Thomas Edward." These lectures were attended by all the students of the College, and also by a fair number of the general public. Some of them have been published in the *Punjab Magazine*.

College Library.

12. The provision of Rs. 200 per annum for the purchase of the Library books was made use of during the year. The books in the Library have been considerably called for both by the Professors and students. Many of them require binding. I trust it may be possible for me to obtain a grant of some money for this purpose and for the purpose of properly cataloguing these books. Separate proposals in connection with this subject will be made.

Services of the Staff.

13. I have in conclusion to express my thanks to my colleagues for the efficient discharge of their duties in the College.

ERIC S. ROBERTSON,

Offg. Principal, Government College, Lahore.

APPENDIX C.

REPORT ON ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR THE YEAR 1889-90.

Staff.

There has been no change in the teaching staff during the year under report except that Mr. Lefroy was absent on furlongh from March 1889 to January 1890.

Number and distribution of students.

2. The following table shows the number and distribution of the students on 31st March 1890 as compared with those of the corresponding date in 1885 :—

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1889-90.	1884-85.	Increase.	Decrease.
Intermediate Class.	First year ...	14	16	...	2
	Second year ...	15	16	...	1
B. A. Class	Third year ...	1	4	...	3
	Fourth year ...	11	3	8	...
	Total ...	41	39	2	...

The student, Tasadduq Husain, B. A., whom I reported last year as our first M. A. student, had to abandon his studies, as he found his duties as a Master in the Arabic School prevented him from prosecuting his studies regularly.

The average number of students on the rolls was 45, and the average daily attendance 40, as compared with 41, 38, respectively, for the year 1885.

The distribution of students as regards race and religion on 31st March 1890 was as follows :—

Christians	3
Hindús	33
Muhammadans	5
	41

Expenditure.

3. The following table gives the details of expenditure for the past year as compared with that of 1884-85 :—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1889 90.	1884-85.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	5,400	* 6,000	...	1,500
Municipal Funds	1,200	1,200	...	...
Fees	2,745	846	1,899	...
Endowments and other sources ...	8,122	7,029	1,093*	...
Total ...	17,467	15,975	1,492	...

* Includes Rs. 1,500 on account of Library grant.

Appendix C.

St. Stephen's Mission College, Delhi.

A sum of Rs. 248 has been expended on the College Library during the year. As I stated in my last Report, we have no very large margin for extra expenses of this sort, and I should be glad to know whether an application for a small annual grant-in-aid to enable us to increase, if possible, the amount spent on the Library, would be favourably received.

The number of students on half fees during the year was three.

Scholarships.

4. The following statement shows the number of scholarship-holders and the sources from which their scholarships were defrayed :—

STATEMENT OF SCHOLARSHIPS.

		1889-90.	1884-85.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	613	2,028	...	1,415
	District Funds	26	10	16	..
	Municipal Funds	72	...	72	...
	University Funds	306	...	306	..
	Other sources	* 594	1,139	...	545
	Total	1,611	3,177	...	1,566
Number of holders of	Government and University open scholarships	4	15	...	11
	Jubilee scholarships	1	†	1	...
	Zamíndárí scholarships ...	...	†	...	...
	Other scholarships	4	8	...	4
	Total	9	23	...	14

I am thankful that His Honour the Lieutenant-Governor has been willing to sanction, as a special case, the practice long in force in this College of giving stipends to students in the second and fourth year classes, who, being poor, have passed creditably in the College Examinations. Though such allowances cannot any longer be reckoned as scholarships, and the amount given under this head has not therefore been entered in the expenditure on scholarships,‡ yet the principle thus allowed is, I am sure, a sound and beneficial one. The amount expended in 1889-90 under this head was Rs. 1,611, and the number of students who received stipends was *nine*.

Results of examinations.

5. The following table shows the results of the various examinations as contrasted with those for the year 1884-85 :—

RESULTS OF EXAMINATIONS.

		1889-90.	1884-85.	Increase.	Decrease.
Intermediate, Punjab.	Candidates ...	15	16	...	1
	Passes ...	11	6	5	...
B. A., Punjab ...	Candidates ...	11	3	8	...
	Passes ...	7	1	6	...

* Six Mission scholarships, amounting to Rs. 346, *not* shown here (*vide* Report).

† Did not exist in 1884.

‡ *Note by Director of Public Instruction.*—These stipends have been included in the Statements of Scholarships in the General Report.

Appendix C.

St. Stephen's Mission College, Delhi.

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1889 90	15	2	7	6	15	...	15	3	...	10
		1888-89	13	3	5	5	13	...	13	6	..	6
		Increase	2	...	2	1	2	...	2	...	...	4
		Decrease	...	1	...	...	...	...	...	3	...	...
	Passes	1889-90	14	2	5	5	13	...	14	2	...	9
		1888-89	10	3	3	2	3	..	12	4	...	4
		Increase	4	...	2	3	10	...	2	...	...	5
		Decrease	...	1	...	...	..	...	...	2	...	...
B. A. Examination.	Candidates	1889 90	11	1	6	5	4	..	3	7	...	5
		1888-89	6	...	3	3	...	...	3	5	...	2
		Increase	5	1	3	2	4	...	...	2		3
		Decrease	...	...	...	...	...	...	...	...	...	...
	Passes	1889 90	7	1	4	5	3	...	3	7	...	3
		1888-89	1	..	2	3	..	...	2	5	...	
		Increase	6	1	2	2	3	...	1	2	...	3
		Decrease	...	..	...	...	...	...	...	...	...	...

The results this year have been as favourable as last year they were disastrous. It is impossible to regard a successful result with much satisfaction when one is aware that it is due more to the uncertainty and irregularity of our examination system than to any superior attainments on the part of the candidates sent up. I can only hope that the efforts which are being made to introduce such modifications of standards and courses as experience has shown to be called for will have the effect of securing some measure of stability and uniformity in our results.

Physical training and games.

6. At present one Gymnastic Master is employed for both the College and School. The Inspector has, on my application, sanctioned a grant-in-aid towards his salary, which I trust will be made permanent. The number of students learning gymnastics in the College has been small—only some 3 or 4. But other exercises have become increasingly popular, especially lawn-tennis, several sets of which are generally kept going every evening in the Queen's gardens. Cricket has improved steadily; but owing to the cricket week not coming off, and the usual difficulty of getting up local matches, with either native or English teams, there is nothing very much to show in proof of the progress made. We were beaten by the Aligarh eleven, but scored all other matches played as victories. Almost all the eleven, more than half of whom were in the College, were good working students, especially the captain, who was head of the College in the B. A. Examination.

Boarding-house.

7. The number of students resident in the College boarding-house for non-Christians was six; in the Christian Hostel, in our compound, three. Their conduct has been excellent.

Conduct of the Students' Club, &c.

8. The *morale* of the College during the year has been excellent. No cases of discipline requiring exceptional treatment have come before me.

Almost all the students belong to the Club, and their attendance at its meetings has been very good. The Shakespeare Readings have gone on regularly during the year, and were well attended.

Library.

9. Owing to the diminished number of the students, especially in the B. A. Classes, the Library has not been so much used as in former years. The number of entries in the register of books taken out was 465.

Progress.

10. I have nothing special to report under the head of progress as regards the work of the College, or the students. This seems, however, the right place to put on record the progress that has been made during the year in carrying out the plans for the new College and boarding-house. I have to tender our best thanks to the Government for the grant of a

Appendix C.

St. Stephen's Mission College, Delhi

most commodious site and for a very liberal grant towards the building fund. The preliminaries have almost entirely been arranged, and I hope to be able to state in my next Report that the buildings are in a fair way towards completion. Colonel Jacob, Engineer of the Jaipur State, has very kindly furnished us with designs for the College. The boarding-house has not yet been taken in hand.

General Remarks.

11. I hope I may be allowed to record here the great regret we have all felt in losing Mr. Maconachie from this part of the Punjab. During his connexion with Delhi and Gurgáon for about seven years, he has been a constant friend and helper in many ways, but what especially calls for mention is the help he has given us by lectures on English literature during this period. The lectures have been very valuable, and many students will always gratefully recall the stimulating effect which his way of treating English writers, as if they were personal friends, had upon them.

There has been no improvement, I regret to say, in the attitude taken by the *Raises* of the city towards education, either officially through the Municipal Committee, or in their private capacity. No prizes or scholarships of any sort have been offered, except one, a prize for the best Essay in the year, by Lálá Rang Lál, B.A., Barrister-at-law, an old student of the College.

S. S. ALLNUTT,

April 29th, 1890. *Principal.*

APPENDIX D.

ANNUAL REPORT OF THE LAHORE MISSION COLLEGE FOR THE YEAR 1889-90

Number and distribution of scholars at close of the year :— Number and distribution of students

		1889-90.	1888-89	Increase	Decrease.
Intermediate Class	First year ..	46	42	4	
	Second year ...	64	60	4	
B. A. Class ...	Third year ...	16	7	9	.
	Fourth year .	10	...	10	...
	Total .	136	109	27	...

Our highest enrollment during the year was in the month of November 1889, when there were 137 students in attendance.

Expenditure upon Establishment and Contingencies has been as follows :— Expenditure

	1889-90	1888-89.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	3,600	3,600	...	
Fees	5,227	3,520	1,707	
Subscriptions	12,093	11,129	964	..
Total	20,920	18,249	2,671	..

Statement as to scholarships held by students attending this College :— Scholarships

		1889 90.	1888-89.	Increase	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	3,494	2,071	1,423	. .
	Municipal Funds	748	345	403	...
	University Funds	808	363	445	...
	Other sources	338	310	28	..
	Total ..	5,388	3,089	2,299	
NUMBER OF HOLDERS OF	Government and University open scholarships	23	15	8	...
	Jubilee scholarships . ..	11	8	3	. ...
	Other scholarships	10	6	4	
	Total ...	44	29	15	...

Appendix D.

Report on the Mission College, Lahore.

RESULTS OF EXAMINATIONS.

		1889-90.	1888-89.	Increase.	Decrease.
F. A., Calcutta University.	Candidates ..	1	8	...	7
	Passes ...	1	3	...	2
Intermediate, Punjab University.	Candidates ...	62	60	2	...
	Passes ...	48	15	33	...
B. A., Punjab University.	Candidates ...	10	...	10	...
	Passes ...	4	...	4	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics.	Philosophy.	History and Political Economy.	Botany.	Physics and Chemistry.
F. A., Intermediate and B. A. Examinations.	F. A. Candidates ..	1889-90	..	62	9	7	55	62	62	6	...	28
		1888-89	...	60	4	8	48	62	60	10*	...	32
		Increase	...	2	5	...	7	2	2	...	...	...
		Decrease	...	...	...	1	...	...	...	4	...	4
	Passes	1889-90	...	61	9	6	47	59	58	6	...	27
		1888-89	...	39†	4	5	16	31	54	4	...	29
		Increase	...	22	5	1	31	28	4	2	...	...
		Decrease	...	...	...	...	...	...	...	...	...	2
	B. A. Candidates ...	1889-90	...	10	...	4	6	3	4	6	2	...
		1888-89	...	...	...	...	...	...	...	...	...	...
		Increase	...	10	...	4	6	3	4	6	2	...
		Decrease	...	...	...	...	...	...	...	...	...	...
	Passes ...	1889-90	..	5	...	...	6	1	...	6	2	...
		1888-89	...	...	...	...	...	...	...	...	...	...
		Increase	...	5	...	...	6	1	...	6	2	...
		Decrease	...	...	...	...	...	...	...	...	...	...

* Corrected from last year's Report.

† Owing to an error this was reported 15 last year.

The results of the examinations in the Intermediate were extremely good. One of our students held the first place, two others were put in the first division; and one of those in the second division having passed highest in Sanskrit is entitled to the Aitchison-Rám Ratan Scholarship.

The results in the B. A. were somewhat disappointing, as two of our best students failed. The failures in Sanskrit were, I think, due to the fact that the papers set were quite beyond what should be expected of students taught entirely by Native Professors. It being so much more difficult to pass in Sanskrit than in Persian, the effect is to discourage students from taking up the former. This is to be regretted.

Physical training.

Effort has been made to encourage the students to engage in out-door exercise. The success attending this effort has not been marked. Some of the students have shown considerable interest in the game of cricket during a few months of the year; but from April to July the heat and from January to March the University Examinations are urged as reasons against playing.

At the boarding-houses students are supplied with appliances for gymnastic exercise which are regularly utilized by the majority of the boarders. We are hoping that some of the men may develop a taste for tennis, now that a place where they may play has been provided.

Boarding-houses.

The new boarding-houses were occupied in October 1889, up to which time a house had been rented for the purpose. The new buildings are well adapted to the purpose for which they were erected. They furnish accommodation for 40 Hindús and 20 Muhammadans. Applications for admission have exceeded this number, and we greatly regret that we do not have room for at least 20 students more.

Conduct.

The conduct of our students has been good. Cases of discipline for serious offences have been exceedingly rare. Fines have been imposed for unexcused absence, and in one case for an offence committed in the boarding-house; while in one case, where remarks calculated to wound the feelings of students whose religious beliefs were other than those of the speakers, were made in the Literary Society, public apology was insisted upon.

Moral and religious instruction.

As in previous years, a period of every day is devoted to moral and religious instruction. It is a rule of the College that every student shall be present during this period, and much interest is shown in the topics discussed.

Literary Societies.

Four Literary or Debating Societies, each under the control of a Professor, exist in connection with the College, and attendance at the meetings has been compulsory, this being regarded as a part of the College work. It is now proposed, the above plan not having proven altogether satisfactory, to encourage the students to voluntarily form themselves into Reading Clubs and Debating Societies. In these, the Professors propose to show their interest by their presence and help in so far as may be possible.

Library.

Our College Library scarcely deserves that name as yet. We are, however, gradually securing a supply of such books as we think best suited to the requirements of the students.

LAHORE:
25th April 1890.

J. C. R. EWING,
Principal, Lahore Mission College.

Appendix E

Report on the Lahore Circle.

APPENDIX E.

CHAPTER III.—UNIVERSITY EDUCATION FROM INSPECTOR'S REPORT ON THE LAHORE CIRCLE.

There are two Colleges in the Lahore Circle teaching up to the Intermediate Examination of the Punjab University—the Dayá Nand Anglo-Vedic College, Lahore, and the Municipal Board College, Amritsar. Both had an aggregate of 55 scholars on the 31st March 1890.

A.—The College Department of the Dayá Nand Anglo-Vedic Institution was opened in 1888. The number of scholars in the first year College class was noted as 15 at the time of its establishment. This class has increased to 23, and the newly formed second year class consists of 15. The numerical strength of the two College classes is therefore 38. The expenditure incurred upon the College Department has increased from Rs. 2,000 to Rs. 7,386, which latter sum includes the expenses incurred upon a Physical Science apparatus, upon Furniture, and upon the College boarding-house. If the latter items are omitted, the direct expenditure on education amounts to Rs. 4,468 during the last year. Towards the payment of this sum, Rs. 2,614 was contributed from Endowments and other sources, Rs. 1,000 from Subscriptions, and Rs. 853 from Fees. No scholarships are held in this institution. The managing authorities levy a uniform rate of fees, Rs. 3 per mensem, in the Collegiate classes.

The result of the F. A. Examination has been most satisfactory: out of 15 candidates who appeared no less than 11 were successful. The authorities have not yet been able to do anything towards encouraging physical education. They have, however, provided a house where College students may find boarding accommodation. This lodging-house is at present managed by a committee of students. In order to foster a feeling of good fellowship, the Principal has formed an association of students which has for its aim the discussion of educational, moral and social questions. Considering the many difficulties the Dayá Nand Anglo-Vedic College had to contend with, it is not too much to say that its progress during the past year has been satisfactory.

B.—The establishment of the Municipal Board College at Amritsar likewise took place in 1888, when 11 students enrolled themselves in the first year class. On the 31st March 1890 there were 17 students in both the Collegiate classes—11 belonging to the second year class and the rest to the first year class. This latter number is doubtless very small, but it is hoped it will increase in time.

The direct expenditure on the Collegiate classes of the Municipal Board College at Amritsar amounted to Rs. 4,759 during the year, of which sum the Municipality paid Rs. 4,089. The aggregate of fees realized during the 10 months the classes were open was Rs. 670. There was likewise a small indirect expenditure of Rs. 281, of which Rs. 60 was paid for furniture.

There are two scholarship-holders in the institution, one of whom is in receipt of an open Government scholarship of Rs. 12 per mensem, and the other a Jubilee scholarship of Rs. 8 per mensem, both being paid from Provincial Revenues. The total amount drawn for these scholarships during the year was Rs. 221-9-7.

The result of the F. A. Examination of the Punjab University was very fair. Out of a class of 11 students 9 appeared for the examination, and of this number 5 were successful.

The physical education of the students reading in the Municipal Board College, Amritsar, is in good hands. The energetic Principal sees that the young men do not neglect their cricket. The College team has frequent opportunities of playing with other teams of the High Schools, of which there are three in Amritsar. The students have also taken a great liking to lawn-tennis. Mr. Carne had grounds prepared in the school compound and provided the players with the necessary gear. I am glad to say that some of the boys are getting proficient in the game.

There is no boarding-house for the exclusive use of the College students, but they find ample accommodation in the boarding-house attached to the school. The conduct of the students has been reported as uniformly good, and their attendance in the classes as regular.

APPENDIX F.

CHAPTER III.—UNIVERSITY EDUCATION FROM INSPECTOR'S REPORT ON THE RAWALPINDI CIRCLE.

COLLEGES TEACHING UP TO THE INTERMEDIATE STANDARD.

There is one College teaching up to the Intermediate standard in the Circle, and it belongs to the Scotch Mission Society, and is situated in the town of Siálkot. It was opened in May 1889, or 9 months previous to my last visit at Siálkot.

(*a*)—DISTRIBUTION OF SCHOLARS.

There was only the 1st year class with 11 scholars in it.

(*b*)—EXPENDITURE.

Almost the whole expenditure incurred on the College since it was opened has been defrayed from private sources :—

	Rs.
Municipal Funds	100
Fees	220
Subscriptions	40
Endowments and other sources	6,789
Total	7,149

(*c*)—FEES.

Fees are levied according to the rules of the Code.

(*d*)—SCHOLARSHIPS.

From the accompanying statement* it will be seen that as yet there is only one scholarship of Rs. 10 per mensem given in the College.

(*e*)—RESULTS OF EXAMINATION.

Nil, as no examination has yet taken place.

(*f*)—PHYSICAL TRAINING—GAMES.

The ordinary gymnastic apparatus belonging to the school is used.

(*g*)—BOARDING-HOUSE.

Three of the scholars live in the boarding-house attached to the Mission School.

(*h*)—CONDUCT, MORAL INSTRUCTION, &c.

The conduct of the students is said by the Superintendent to be very satisfactory. Moral instruction is imparted by the means of books relating to that subject, and a Debating Club was formed last hot season, at which political and moral topics are discussed.

(*i*)—GENERAL PROGRESS.

The progress of all the scholars in their different subjects of study is reported by the Superintendent as satisfactory.

---

* *Note by Director of Public Instruction.*—The statement is not printed ; the particulars are given below :—

	Rs.
Expenditure from Provincial Revenues	120
Number of Government open scholarships	1

Appendix G.

Report on the Oriental College.

APPENDIX G.

REPORT ON THE ORIENTAL COLLEGE, LAHORE, FOR 1889-90.

The actual expenditure on the Oriental College during the year 1889-90 has been as follows :—

	College.			*School.*			*Total.*		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Establishment and Contingencies	19,704	2	10	4,368	8	11	24,072	11	9
Scholarships, &c.	5,778	8	5	630	12	4	6,409	4	9
Total	25,482	11	3	4,999	5	3	30,482	0	6

Being a decrease of Rs. 6,136-9-10 on the previous year.

The income of the College during the year from fees for tuition, &c., has been—

	Rs.	a.	p.
In the College Department	412	3	0
In the School Department	31	7	0
Total ...	443	10	0

STATISTICAL RETURN OF THE ORIENTAL COLLEGE FOR THE YEAR 1889-90.

Name of Class of Institution.	No. of Scholars on the Rolls on 31st March 1890.			Average number on Roll during the year.	Average daily attendance.	Classification according to Race or Creed of the Scholars on 31st March 1890.						No. of Scholars on 31st March 1890 learning								Expenditure.							Annual cost of educating each Scholar.	
	Number of Institutions.	Reading for Degrees.	Reading for Intermediate, Entrance, Licentiate, or Corresponding Examinations.	Reading for Oriental Titles Examinations.	Total.		Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	English.	Urdú.	Hindí.	Persian.	Arabic.	Sanskrit.	Gurmukhí.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments	Total.	Total cost.	Cost to Government.
Oriental College ...	1	14	5	62	81	80·6	68·04	...	25	6	50	...	54	16	13	4	2	1	6	6,660	287	326	412	...	11,004	18,689	230·7	...
Oriental School ...	1	...	15	42	57	46·8	37·94	...	21	10	26	...	42	11	4	11	20	28	9	912	...	76	31	...	3,310	4,868	76·6	...
Total ...	2	14	20	104	138	127·4	105·97	...	46	16	76	...	96	27	17	15	22	29	15	7,572	287	402	443	...	14,314	23,057	307·3	...

The detail of the entries made in the above return is as follows :—

NUMBER OF SCHOLARS ON THE ROLL ON 31st MARCH 1890.

College Department.

Reading for Degrees—

For M. A. Degree in Sanskrit	2
Ditto in Arabic	1
For the M. O. L. Degree in Arabic	3
For the B. O. L. Degree in Urdú	8
Total ...	14

Reading for the Intermediate Examination—

For the Intermediate Examination in Urdú ...	5
Total ...	5

Reading for the Oriental Examination—

For the Shástrí or Honours in Sanskrit	8
Do. Vishárada or High Proficiency in Sanskrit	12
Do. Maulaví Fázil or Honours in Arabic ...	11
Do. do. 'Alim or High Proficiency in Arabic	12
Do. Munshí Fázil or Honours in Persian ...	7
Do. do. 'Alim or High Proficiency in Persian	6
Do. High Proficiency and Honours in Gurmukhí	6
Total ...	62

The total number of students in the College Department ... 81

School Department.

Reading for Entrance Examinations—

For the Entrance Examination in Urdú	11
Ditto ditto in Hindí	4
Total ...	15

Reading for the Oriental Titles Examinations—

For Proficiency in Sanskrit	13
Ditto in Arabic	9
Ditto in Persian	11
Ditto in Gurmukhí	9
Total ...	42

The total number of students in the School Department ... 57

Appendix G.

Report on the Oriental College.

The number of scholarship-holders and stipendiaries on 31st March 1890, and the average expenditure per student, was as follows :—

College Department.	*No.*	*Average expenditure per student per mensem.*
Government scholarship-holders ...	7	18·8
University	20	8·1
Endowed or Special* ditto	9	11·3
Stipendiaries	30	3·4
District Board scholarship-holders ...	1	10·0
Getting no scholarship or stipend ...	17	
Total ...	84†	
School Department.		
University scholarship-holders ...	5	4·08
Endowed or special	5	1·9
Stipendiaries	11	2·02
Getting no scholarship or stipend ...	36	
Total ...	57	

* Includes the Bahâwalpur Arabic Scholar who did not belong to any of the College Classes, and two students who, under the rules of the Endowments, were permitted to hold Endowed Scholarships along with University College Scholarships.

† See note above.

The following table shows the number of students of each class who went up for the University Examinations in 1890 and of those who passed :—

Classes.	Number on the roll on 31st March 1890.	Went up for Examination.	Number passed.	Percentage of passed students.	Remarks.
1	2	3	4	5	6
Arts ... Entrance, 2nd year	5	4	3	75	
Arts ... Intermediate, 2nd year ...	2	2	2	100	
Arts ... B. O. L., 2nd year	4	4	3	75	
Arts ... M. O. L., 2nd year	1	1	1	100	
Arts ... M. A., 2nd year	3	3	1	33	
Sanskrit ... Proficiency, 2nd year	5	5	2	40	
Sanskrit ... High Proficiency, 2nd year ...	6	5	2	40	
Sanskrit ... Honours, 2nd year	4	3	2	66	
Arabic ... Proficiency, 2nd year	4	4	3	75	
Arabic ... High Proficiency, 2nd year ...	7	7	6	85	
Arabic ... Honours, 2nd year	3	3	3	100	
Persian ... Proficiency, 2nd year ...	3	3	1	33	
Persian ... High Proficiency, 2nd year ...	3	3	2	66	
Persian ... Honours, 2nd year	5	4	4	100	
Gurmukhi ... Proficiency	4	3	3	100	
Gurmukhi ... High Proficiency	2	2	2	100	
Gurmukhi ... Honours in Gurmukhi	3	...	...	...	
Total ...	64	56	40	71·4 %	

The following table shows the number of students of the Government College, Lahore, taught by Oriental College Teachers, who took up Sanskrit, Arabic or Persian at the B. A. and Intermediate (Arts) Examinations, 1890, and of those who passed *in these languages* :—

Classes.		Number on the roll on 31st March 1890.	Went up for the Examination.	Number passed in Oriental languages.	Percentage of passes in Oriental languages.	Remarks.
1		2	3	4	5	6
Sanskrit	B. A.	1	1	...	...	
	Intermediate	6	6	5	83	
Arabic ...	B. A.	6	6	5	83	
	Intermediate	3	3	3	100	
Persian ...	B. A.	36	36	33	91	
	Intermediate	23	23	20	86	
	Total ...	75	75	66	88 %	

Oriental College Library

During the year 1889-90 the Library of the College has been enlarged by additions, for which Rs. 409-3-0 were spent. The chief object kept in view with regard to the purchase of books was to provide the College with critical Editions of Oriental Classics published in Europe and other philological publications through the means of which the teachers and students of the College would be enabled to acquaint themselves more thoroughly with the methods and results of Western research in their department of Oriental Studies. With this view Ludwig's and others' publications on the Rigveda, a complete set of the Classical Sanskrit texts published in the Kavyamala, Editions of Arabic authors, published by the Beyrout Mission Press, Sachau's Editions of Alberuni's Indica and Chronology, and other standard works, were added to the Library, which has also acquired during the year valuable material for the study of Sanskrit epigraphy in the *Corpus Inscriptionum Indicarum*, the publications of the "Epigraphia Indica," and in a fairly complete set of the "Indian Antiquary."

The College is indebted to the Asiatic Society of Bengal for the present of a set of the Society's latest publications in the "Bibliotheca Indica."

The total number of works added during 1889-90 amounts to 123 in 149 volumes, of which no less than 44 works have reached the Library as presents from the Asiatic Society of Bengal and private donors.

House Examinations

During the year 1889 90, eighteen House Examinations by means of written papers have been held for each class of the Oriental College and School under the superintendence of the Principal. These House Examinations embraced all subjects taught in the Degree and High School Classes. For the Oriental Titles Classes sixteen House Examinations were held in the different branches of the Oriental Languages and Literatures taught, and two House Examinations in English.

For the I year Classes of the College and School an Annual Examination was held at the close of the school year, comprising seven written papers.

Appendix G.

Report on the Oriental College

RETURN SHOWING THE RESULT OF PRESCRIBED EXAMINATIONS DURING THE OFFICIAL YEAR 1889-90.

Nature of Examination.	Number of Institutions sending Examinees.			Number of Examinees.				Number passed.				Percentage of passed Scholars on Total No. on Rolls at the beginning of the year.	
	Government Institutions.	Other Institutions.	Total.	Government Institutions	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.	Private Students.	Total.	Government Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Oriental College.													
Master of Arts ...	...	...	...	...	3	...	3	...	1	...	1	..	33
Master of Oriental Learning	...	...	...	...	1	...	1	...	1	...	1	..	100
Bachelor of Oriental Learning	...	...	...	...	4	...	4	...	3	..	3	...	75
Intermediate (O. F.) ..	...	...	..	...	2	...	2	...	2	...	2	..	100
School.													
Matriculation	...	...	...	..	5	...	4	...	3	...	3	.	75

STATISTICAL RETURN OF THE ORIENTAL COLLEGE, LAHORE, FOR THE YEAR 1889-90.

	Number of Institutions.	Number of Scholars on the Rolls on 31st March 1890.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Scholars on the 31st March learning			Classification of Scholars on the 31st March according to Race or Creed.						Expenditure from							Remarks.
					English.	A Classical language.	A Vernacular language	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Provincial Revenues.	Local Rates or Cesses, (*i. e.* District Funds).	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
														Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
STATISTICS AND DIRECT EXPENDITURE.																					
Expenditure on Establishment and Contingencies, excluding Indirect expenditure as below	1	81	80·6	68·04	54	81	22	...	...	25	6	50	...	6,660	287	326	412	...	11,004	18,689	
INDIRECT EXPENDITURE.																					
Scholarships and Stipends	...	...	...	...	...	...	...	...	...	...	...	...	...	1,206	52	101	...	...	4,420	5,779	
Extraordinary expenditure on apparatus	...	...	...	...	...	...	...	...	...	...	...	...	...	37	1	3	...	...	138	179	
Boarding-house	...	...	...	...	...	...	...	...	...	...	...	...	...	174	7	15	...	...	640	836	

Appendix G.

Report on the Oriental College

STATISTICAL RETURN OF THE ORIENTAL COLLEGE SCHOOL, LAHORE, FOR THE YEAR 1889-90.

1	Number of Scholars on the Rolls on 31st March 1890.					Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Scholars on 31st March 1890.			Classification of Scholars on the 31st March according to Race or Creed.							Expenditure from							
	(a) In High Stage.	(b) In Middle Stage.	(c) In Upper Primary Stage.	(d) In Lower Primary Stage.	Total.			English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
STATISTICS AND DIRECT EXPENDITURE.																	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Expenditure on School Establishment and Contingencies, excluding Indirect expenditure as below	57	...	...	...	57	46·8	37·94	42	57	24	...	...	21	10	26	...	912	39	76	31	...	3,310	4,368	
INDIRECT EXPENDITURE.																								
Scholarships and Stipends ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	133	6	11	...	...	482	631	

* Number of holders of { Open scholarships... 0 / Close ,, ... 10 / Stipends ,, ... 11

Remarks of the Oriental College Committee on the Statistical Report for 1889-90.

Appendix G. — Report on the Oriental College.

I.—The receipts of the Oriental College Budget for the year 1889-90 amounted to Rs. 21,944. Against this there is an expenditure of Rs. 20,528, in the year under report, so that there has been a saving of Rs. 1,416 on the whole. This saving resulted chiefly from restricted expenditure under the heads of Stipends and Miscellaneous Expenses. To the saving on the Budget (Rs. 1,416) must be added receipts on account of fees (Rs. 444), making a total saving of Rs. 1,860.

II. The total expenditure against the Oriental College Budget was Rs. 20,528, against Rs. 22,746 in the previous year. This result was chiefly due to the steady endeavour on the part of the Oriental College Committee to reduce expenditure under every head, and also to the transfer of the expenditure on account of the Medical and Engineering Classes to the University Budget.

The total expenditure against the University was Rs. 8,784 (including Rs. 1,918 on account of Assistant Professors transferred from the Government College and Rs. 3,313 on account of Endowed Readers), and Rs. 1,170 on account of Government scholarships.

III. The number of students on the roll on the 31st March 1890 was 81 in the College and 57 in the School Department. These figures show an increase of 5 students in the College and of 11 students in the School Department against the previous year. This increase in the number of students is all the more satisfactory, as the stringent rules adopted since 1888 regarding the award and tenure of stipends have been continued in force, resulting in the number of actual stipend-holders being reduced during the year under report from 45 to 41. In the above-named increase in the number of students the different Departments of the College and School participated.

IV.—The scholars on the rolls on the 31st March 1890 were divided according to the creed as follows:—

	Hindú.	Muhammadan.	Sikh.	Total.
College Department ...	25	50	6	81
School do. ...	21	26	10	57
Total ...	46	76	16	138

V.—The following was the number of scholarship-holders (Government, University, Municipal) and stipendiaries on the 31st March 1890:—

	Scholarship-holders.	Stipendiaries.	Without scholarship or stipend.	Total.
College Department	34	30	17	81
School do.	10	11	36	57
Total ...	44	41	53	138

VI.—The number of stipendiaries has been reduced during the year from 46 to 41; on the other hand, it is gratifying to find that the number of students reading without scholarships or stipends has increased from 34 to 53.

VII.—In addition to students actually belonging to the Oriental College, 125 students of the Government College, Lahore, who were reading for Arts Examinations, received in the year under review instruction in Oriental Languages in the Oriental College. Three teachers were permanently and three others (among them the Principal) for part of their time engaged in the tuition of these classes.

VIII.—During the year under report no changes of importance have taken place in the courses of Reading prescribed for the Oriental Language and Degree Examinations by the Punjab University, and the separation of the Arts and Oriental Titles Classes both in the College and

Appendix G.

Report on the Oriental College.

School, as laid down by the Sub-Committee appointed for the re-organization of the College Classes, has been strictly maintained.

IX. The results gained by the Oriental College in the various University Examinations have been in the year under review even more satisfactory than in the preceding years, 71·4 % of the candidates sent up from the Oriental College and School having passed the various University Examinations, against 67·6 % in 1889 and 47 % in 1888. (See Statement of Results, page xxxviii). These results may claim, perhaps, all the more attention as they were obtained in not less than 16 different examinations.

The results of the year have been exceptionally favourable also with regard to the success gained by individual scholars of the Oriental College in these examinations. Both in the case of the M.A. and M.O.L. Examinations the only successful candidate came from the Oriental College, the subject of examination in the former examination being Sanskrit and in the latter Arabic, and in the B.O.L. Examination three out of the four candidates from the Oriental College passed in the 2nd division, standing highest in order of merit. It has further to be noted that Oriental College students stood first in 11 out of the remaining 13 University Examinations, *viz.*, in—

Entrance (O. F.)	Examination.
Intermediate (O. F.)	do.
Maulaví	do.
Do. 'Alim	do.
Do. Fázil	do.
Prajna	do.
Visharada	do.
Munshí 'Alim	do.
Do. Fázil	do.
Buddhimán	do.
Vidván	do.

Thirteen University and Government scholarships and two Gold Medals were gained by students of the Oriental College on the results of the above examinations.

With regard to the results of the tuition given by the Oriental College to students of the Government College, it is satisfactory to note that, as shown on page xxxix, no less than 88 % of all Government College students who appeared in the Intermediate and B.A. Examinations of 1890 passed with success in the Oriental classical languages in which they had received instruction through the Oriental College.

X.—The system of House Examinations as introduced in 1888 has been continued during the year under report, and the award and tenure of stipends has in every case been made strictly dependent on the results obtained in these examinations.

XI.—The Staff of the College and School has undergone various changes during the year under report. Sheikh Amír 'Alí, McLeod Arabic Reader, having resigned his post, Rahím Bakhsh, M.A., was appointed in his place by a Senate Resolution of the 22nd November 1889.

Maulaví Muhammad Hussain, Azád, having been granted sick leave for six months from 16th October 1889, M. Rashíd Ahmad, of the Arabic School Department, was appointed temporary additional teacher of Arabic and Persian with effect from the 1st January 1890, officiating allowances having been granted by the Oriental College Committee to the 1st Maulaví, Head Munshí and 2nd Munshí of the College, who carried on part of M. Muhammad Hussain's work from the first-named date.

In Maulaví Rashíd Ahmad's substantive appointment first Maulaví 'Abdul Salam and then, from the 8th March, Maulaví Muhammad Shuaib officiated.

The post of second English Teacher was newly created. It was held from the 1st January to 28th February 1890 by Lála Belí Rám, who, on resignation, was succeeded by Múl Singh, holder of an Anglo-Vernacular Junior Teacher's Certificate.

A change has also to be recorded in the holder of the Baháwalpur Arabic Scholarship, who is employed as teacher of the Munshí Class. Maulaví Muhammad Shuaib resigned this post on the 12th November, and was succeeded by Maulaví Muhammad Sadiq, who had stood second in order of merit in the Maulaví Fázil Examination of 1889.

APPENDIX H.

REPORT ON THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1889-90.

In accordance with the instructions conveyed in Punjab Government, Home (Education) Department, Circular No. 3—111, dated 14th May 1888, the statistics of the Medical College and School for the past year are compared with those for 1884-85. The total number of students undergoing instruction during the past session was 300; of these 106 were studying in the College for the Assistant Surgeon Grade and 194 in the School Hospital Assistant Class. These figures show a very marked increase in the work of both institutions when compared with those for 1884-85; the numbers in the College being greater by 35, and those in the School by 77, than in that year. It is satisfactory to note that the increase in the numbers attending the College took place chiefly amongst private students, *viz.*, those who receive no scholarships and who pay fees. There was an increase of 28 in this class, whilst a noteworthy addition to the numbers was the admission of three female students to the College, of whom one was private and two were scholarship-holders. The increase in the numbers attending the School Department, although most largely contributed to by a rise in the number of Military Medical pupils, who were more numerous by 49 than in 1884-85, also comprises an addition of 22 free or private pupils. The stipends granted by Government to pupils of the Civil Hospital Assistant Class, and to the sons or relatives of native practitioners of medicines, were all taken up, so that the decrease in the numbers attending the Civil Hospital Assistant Class represents only the decrease in the number of stipends available. The number of students supported by Local Funds shows an increase of 12 as compared with the figures for 1884-85. The numbers of new entries for the ensuing session are not yet fully known, but seem likely to be still larger, so that the question of accommodation will soon become a serious one, and the time has almost arrived when an increase in the fees payable by students of the College will become a necessity.

Expenditure on Establishment and Contingencies.—The large increase in the expenditure on the College from Provincial revenues includes the salaries of two additional Professors, and the cost of apparatus * for the Chemical Laboratory and Dissecting Room purchased during the period under review. The total expenditure amounted to Rs. 62,201 as compared with Rs. 47,638 in 1884-85. The increase in expenditure shown under the head of "Endowments and other sources" includes the charges for a boarding-house for female students opened during the past year, which are paid by the Punjab Branch of the Countess of Dufferin Fund, and do not therefore properly form part of the expenditure of the College.† Under this head also is included the cost of books and furniture purchased from funds provided by Government for the purpose. ‡

The expenditure from Provincial revenues on account of the Medical School exceeds that for 1884-85 by Rs. 2,351 owing to the inclusion of the salaries of a Junior Demonstrator of Anatomy and an Apothecary recently appointed. The increase in the expenditure from "Endowments and other sources" is due to the inclusion of half the cost of the Female Students' Home and the pay of the teachers of the Oriental Medical classes, neither of which can properly be looked on as charges on the revenues of the school, seeing that they are defrayed, in the one case, by the Punjab Branch Countess of Dufferin Fund, and, in the other, by the Punjab University. Taking the total expenditure on both College and School, it will be seen that the figures for the past year exceed those for 1884-85 by Rs. 22,502, of which Rs. 16,914 were paid from Provincial revenues. This is a large additional burden; but it should be remembered that during the past five years both institutions have undergone a remarkable development, the number of students having increased by two-thirds, so that the College now stands in the first rank of such institutions in India.

* *Note by Director of Public Instruction.*—In the general tables of educational statistics the expenditure on account of apparatus has been shown separately from the expenditure on Establishment and Contingencies as indirect expenditure in accordance with the rules laid down by the Government of India.

† *Note by Director of Public Instruction.*—This is excluded from the general tables, which are prepared in accordance with the rules laid down by the Government of India.

‡ *Note by Director of Public Instruction.*—This is shown in the general tables as indirect expenditure.

Appendix H.

Report on the Medical College and School.

Fees.—No comparison under this head can be made with the statistics for 1884-85, as the levying of fees from students was not commenced until 1887. The amount realized from this source during the past year exceeded the estimate by Rs. 336, and was of course considerably larger than that for 1888-89, as the rule became applicable to the students of three years instead of two as in that year. The receipts will go on increasing until all the students in the College come under the operation of the rule, and it will probably be possible, if not necessary, to increase the scale of fees to Rs. 4 per mensem for each student, commencing with the session 1891-92.

Scholarships and Stipends.—The most important variation in the figures for the College under this head, as compared with those for 1884-85, is the increased expenditure from Provincial revenues. This is due to an increase in the number of scholarships granted by Government under the revised scheme introduced in 1886. District and Municipal Funds contributed smaller sums for this purpose, whilst the Punjab University and some Native States provided more liberally. Similarly in the School a considerable increase was made in the amount expended on stipends from Provincial revenues; the number of these allowances having increased by 36. The stipends paid by Government to students of the School include those given to Military and Civil Medical pupils as well as those (22) available for the sons or relatives of native practitioners who form what is termed the Hakím Class in the Medical School. Fewer students were supported by District Funds, whilst Municipal stipends increased by 2, and those from Native States by 13. The total amount paid as stipends was Rs. 17,660 as compared with Rs. 8,567 in the form of scholarships. The average value of each scholarship was Rs. 161-10-3, and that of each stipend Rs. 106-6-2.

Results of Examinations.—The statistics for the past year show a satisfactory improvement as compared with those for 1884-85, not only as regards the number of entries, but also the ratio of success. In the College 70·58 per cent. of the candidates passed the Junior Examination as compared with 61·53 per cent. in 1884-85. At the Senior Examination 83·33 were successful as compared with 28·57.* So also in the Medical School the results were more satisfactory; more than double the number of candidates having appeared, and 83·33 per cent. of these proving successful as compared with 80 per cent. in 1884-85, three students having been remanded for a period of six months at the Final Examination in that year and proving successful eventually.

Attainments of Students and general progress.—The standard of general education amongst the students of the College has certainly improved very much during the past five years. At present there are 7 students under instruction who have passed the Intermediate Examination in Arts, and one who has graduated in Arts. Apart from these proofs of a higher education the greater number of junior students show a larger acquaintance with the English language and European modes of thought than formerly, and it is scarcely necessary to state that this advance in general education has a most important bearing on the success these students are likely to attain in the study of Medicine. The students in the Medical School also are of a more intelligent class and possessed of a better general education than those of former years. Most of those now admitted have a considerable knowledge of English, and one of the conditions of admission to the Military and Civil Classes is that candidates should have passed the Anglo-Vernacular Middle School Examination—a good elementary test of general knowledge.

Other points of interest.—The past year has been an eventful one in the history of the Medical College, seeing that it witnessed the retirement of Dr. T. E. B. Brown, who had been a member of the teaching staff for 29 years, during 17 of which he occupied the position of Principal. His skilful management and unremitting care were the main factors in the progress of the College to its present satisfactory condition, and his retirement cannot be looked on in any other light than as a serious misfortune to the institution. Another noteworthy incident was the successful completion of the training of the first female student of the College, Miss H. Connor, who passed the Final Examination for the License in Medicine and

* *Note by Director of Public Instruction.* These figures refer to the examinations held in 1889 In the statement heading Chapter III of the Director's Report the results of examinations held in May 1890 are shown. On that occasion 9 candidates out of 18 were successful in the first and 4 out of 10 in the Final Examination.

Surgery of the Punjab University in April 1889, and who unfortunately died a few months afterwards. In November Her Excellency Lady Lansdowne laid the foundation of a new Home for Female Students, which has been named the "Lady Lyall Home." This building will afford really comfortable accommodation for 30 students, and is expected to be ready for occupation in October next. Its cost is defrayed by the Punjab Branch of the Countess of Dufferin Fund, and it will doubtless do much to attract a good class of female students.

The Museums of Natural History and Physics were both enriched by the addition of valuable specimens and apparatus. The Dissecting Room, which was only occupied in 1888, was found to be too small for the requirements of the College during the past session, and it will probably be necessary to provide larger accommodation at an early date.

On the whole, the close of the year under review finds the College and School in a very satisfactory condition; the attendance of students at both has increased by "leaps and bounds" during the past few years, and the standard of education now imparted to members of the Assistant Surgeon Class falls little short of that given in English Schools of Medicine. During the past year the Government guarantee of five appointments for the best students of the College on completion of their course was withdrawn—a measure which cannot fail to affect the attendance temporarily at all events. This effect, however, is not likely to be permanent, and there can be no doubt that the success of both the College and School, as teaching institutions, is firmly established.

NUMBER AND DISTRIBUTION OF STUDENTS IN THE MEDICAL COLLEGE AND SCHOOL ON 31st MARCH 1890

	1889-90	1884-85.	Increase.	Decrease
MEDICAL COLLEGE.				
Punjab Government scholarship-holders	27	13	14	...
Punjab Government female scholarship-holders	3	1	2	
N.-W. Provinces Government scholarship-holders	13	19	...	6
District Fund scholarship-holders ...	3	7	...	4
Municipal Fund scholarship-holders ...		4	...	4
University and other scholarship-holders	7	3	4	...
Free female students	1	..	1	.
Punjab free students	43	15	28	...
N.-W. Provinces free students	9	9	...	...
	106	71	35	...
MEDICAL SCHOOL.				
Military Medical pupils	63	14	49	
Civil Medical pupils	32	47	...	15
Hakim students	22	19	3	...
Government female students ...	6	7	...	1
Local students	37	25	12	...
Local female students	6	2	4	...
Free students	25	3	22	...
Free female students	3	...	3	...
	194	117	77	...

Appendix H.

Report on the Medical College and School.

EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES FOR 1889-90.

	1889-90.	1884-85.	Increase.	Decrease.
	Rs.	Rs.	Rs.	
MEDICAL COLLEGE.				
Provincial Revenues	62,201	47,638	14,563	...
Fees	1,336	...	1,336	...
Subscriptions	7	2	5	...
Endowments and other sources ...	4,866	2,613	2,253	...
MEDICAL SCHOOL.				
Provincial Revenues	10,751	8,400	2,351	...
Endowments and other sources ..	2,402 *	1,408	1,994	...
Total ...	82,563	60,061	22,502	...

* *Note by Director of Public Instruction.*—Includes Rs. 540 on account of the expenses of the Oriental Medical Class attached to the Medical School. The amount was actually drawn from the following sources according to returns supplied by the Punjab University :—

	Rs.
Provincial Revenues	115
District Funds	5
Municipal Funds	10
Endowments and other sources	410
Total ...	540

STATEMENT OF SCHOLARSHIPS FOR 1889-90.

		1889-90.	1884-85.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	MEDICAL COLLEGE.				
	Provincial Revenues	7,153	5,388	1,765	...
	District Funds	237*	815	...	578
	Municipal Funds	...	515	...	515
	University Funds	228	144	84	...
	Other sources	949	693	256	...
	MEDICAL SCHOOL.				
	Provincial Revenues	12,346	7,873	4,473	...
	District Funds.	2,215	2,470	...	255
	Municipal Funds	450	190	260	...
	Other sources	2649†	693	1,956	...
	Total ...	26,227	18,781	7,446	...
Number of Scholarship-holders.	MEDICAL COLLEGE.				
	Government scholarships ...	43	33	10	...
	District scholarships	3	7	...	4
	Municipality scholarships ...	...	4	...	4
	University and other scholarships	7	3	4	
Number of Stipend-holders.	MEDICAL SCHOOL.				
	Government stipends .	123	87	36	...
	District stipends	20	19	1	...
	Municipal stipends	4	2	2	...
	Other stipends	19	6	13	...
	Total ...	219	161	58	...

Note by Director of Public Instruction.—Includes Rs. 74 on account of stipends paid by the University to students of the Oriental Medical Class attached to the Medical School. The amount was actually drawn from the following sources according to the returns supplied by the Punjab University :—

	Rs.
Provincial Revenues	16
District Funds	1
Municipal Funds	1
Endowments and other sources	56
Total ...	74

* There are some discrepancies between the Principal's figures and those supplied by Local Bodies, and the matter is under investigation.

RESULTS OF EXAMINATIONS FOR 1889-90.

		1889-90.	1884-85.	Increase.	Decrease.
MEDICAL COLLAGE.					
Junior examination in Medicine of the Punjab University.	Candidates ...	17	13	4	...
	Passes ...	12	8	4	...
Final examination in Medicine of the Punjab University.	Candidates ...	12	14	...	2
	Passes ...	10	4	6	...
MEDICAL SCHOOL					
Hospital Assistants and Native Doctors.	Candidates ...	36	15	21	...
	Passes ...	30	15	15	...

S. H. BROWNE, M.D.,
Principal, Lahore Medical College.

Appendix I.
Middle School Prizes.

APPENDIX I.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY ON THE RESULTS OF THE MIDDLE SCHOOL AND ENTRANCE EXAMINATIONS OF 1890.

I.—MIDDLE SCHOOL.

Serial No.	Names.	Nature and value of prizes.	Rs.	Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	HISSAR DISTRICT.					
1	Residents of Hissár ...	Cash ...	10	To the best pass in Mathematics among the candidates of the Hissár, Hánsí and Bhiwání M. B. schools.	No. 2821— Hardvárí Mal, M. B. Middle school, Hánsí.	127
2	Ditto ...	„ ...	10	To the best pass in Physical Science among the candidates of the Hissár, Hánsí and Bhiwání M. B. schools.	17—Kosho Rám, M. B. school, Hissár.	105
3	Ditto ...	„ ...	12	To the best pass among the candidates of the Hissár, Hánsí and Bhiwání M. B. schools.	1—Kidár Náth, M. B. school, Bhiwání.	587
4	Ditto ...	„ ...	8	To the candidate gaining prize No. 3—if he stands 1st out of all three Anglo-Vernacular schools.	Ditto	587
5	Pandit Murlí Dhar, Tahsíldár, Bhiwání.	„ ...	5	To the best pass in History and Geography in the Hissár District.	4—Muhammad Hasan Khán, M. B. school, Bhiwání.	82
6	Certain Members of the Municipal Committee, Bhiwání.	„ ...	5	To the best pass in English among the candidates of the Hissár, Hánsí and Bhiwání M. B. schools.	6—Lakhshmí Naráyan, M. B. school, Bhiwání.	96
7	Ditto ...	„ ...	5	To the best pass in Sanskrit among the candidates of the Hissár, Hánsí and Bhiwání M. B. schools.	5—Narsingh Dás, M. B. school, Bhiwání.	91
8	Lálá Gulab Singh, Member, Municipal Committee, Hánsí.	„ ...	2	To the best pass of the Hánsí M. B. school.	2820—Kanwar Sen...	421
	GURGAON DISTRICT.					
9	Chaudhrí Umráo Khán, Zaildár, Sohna.	„ ...	5	To the best pass of Rájpút caste in the Gurgáon District.	No such candidate.	
10	Qází Muhammad Yahyá, of Palwal.	„ ...	10	To the best pass in the Delhi Division, provided that the candidate be a Muhammadan of Palwal.	Ditto.	
11	Lálá Jawála Parshád, Zaildár of Bádshahpur.	„ ...	2	To the best pass of the Gurgáon Vernacular Middle school, provided that the candidate belongs to his zail.	Ditto.	
	DELHI DISTRICT.					
12	Municipal Committee, Sonepat.	Medal ...	5	To the best pass in Mathematics of the Sonepat school.	222—Shimbhú Dál	120
13	Ditto ...	„ ...	7	To the best pass in English of the Sonepat school.	Ditto ...	74
14	Lálá Banársí Dás ...	Cash ...	5	Ditto ...	Ditto	74
15	M. Ja'far Khán ...	„ ...	2	To the best pass of the Sonepat school, provided that the candidate studies for the Entrance examination.	221—Rám Chandar...	396

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names.	Nature and value of prizes.	Rs.	Conditions of award	Names of prize-winners.	Aggregate number of Marks.
	KARNAL DISTRICT.					
16	Pandit Rám Naráyan, Pleader and Vice-President, Municipal Committee, Karnál.	Books ...	8	To the best pass in English of the M. B. school, Karnál.	336—Shám Lál, II ..	90
	KANGRA DISTRICT.					
17	Chaudhrí Pírú Shah, of Nádaun.	Cash ...	2	To the best pass in Urdú of the District Board school, Nádaun.	3085—Jai Gopál ...	65
18	Hardit Singh, Girdáwar Kánúngo, Nádaun.	Time-piece ...	4	To the best pass in Mathematics of the Kángra District.	3085—Jai Gopál, Nádaun Middle school.	113
19	S. Manuel, Esquire, Head Clerk, District Office, Kángra.	Cash ...	5	To the best pass in English of the Kángra District.	471—Har Gopál Dás, District Board school, Pálampur.	110
20	Lálá Sálig Rám, Reader to the Rája of Nádaun.	Alpaca coat (worth)	5	To the best pass of the District Board school, Nádaun.	3085—Jai Gopál ...	561
21	Lálá Kheálí Rám, Head Master, Pálampur school.	Book (Indian English Corrected). ...		To the best pass in English of the Pálampur school.	471—Har Gopál Dás	593
22	Lálá Sukh Diyál, Pleader, Dharmsála.	Silver Medal ...	6	To the best pass among the candidates of the Anglo-Vernacular schools in the Kángra District.	Ditto ...	593
23	Lálá Rám Rakha Mal, 2nd Master, Pálampur school.	Cash ...	5	To the best pass in General Knowledge and Physics in the Province, provided that the candidate belongs to the Pálampurs school.	No candidate.	
24	Municipal Committee, Núrpur.	,, ...	10	To the best pass of the M. B. school, Núrpur.	481—'Ináyat-ulla Kháu.	578
25	H. H. Rája Jaswant Singh, Bahádur, of Núrpur.	,, ...	5	Ditto ...	Ditto ...	578
26	Mián Raghunáth Singh, Jágirdár.	,, ...	3	To the best pass in English of the Núrpur M. B. school.	Ditto ...	104
27	Wazír Híra Singh, Jágirdár.	,, ...	2	To the best pass in Persian of the Núrpur M. B. school.	Ditto ...	82
28	Mián Mohar Singh, Kotwál.	,, ...	2	To the best pass in Mathematics of the M. B. school, Núrpur.	487—Rám Chand ...	130
29	Mohrú, Kotwál ...	,, ...	1	To the best pass in General Knowledge of the M. B. school, Núrpur.	Ditto ...	81
	JULLUNDUR DISTRICT.					
30	Gandá Mal, Contractor, Nawashahr.	,, ...	11	To Sant Rám, of the Ráhon M. B. school, provided he stands first in English or Arithmetic in the Jullundur District.	No candidate.	
31	Sardár Bahádur Súbadár-Major Ghulám Hussain, Honorary Magistrate, Jullundur.	...	5	To the best pass in Mathematics among the Muhammadan candidates of the Anglo-Vernacular Middle schools of Jullundur District.	672—Fazal Muhammad, M. B. school, Ráhon.	105

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names	Nature and value of prizes.	Rs.	Conditions of award	Names of prize-winners.	Aggregate number of Marks.
	JULLUNDUR DISTRICT—*concluded.*					
32	Lálá Gopál Sahái, Vice-President, Managing Committee, Cantonment United school, Jullundur	Watch ...	8	To the best pass for the first time among the Anglo-Vernacular candidates of the United school, Jullundur, provided that he is not more than 16 years of age.	563—Rám Lál ...	439
33	Faqir Muhammad 'Ashiq Yás, Member of the Managing Committee, Cantonment United school, Jullundur	,, ...	10	To the best pass in English among the Muhammadan candidates of the Cantonment United school, Jullundur.	No candidate.	
34	Ditto ...	Golden (Zarrín) patka.	5	To the best pass of the Cantonment United school, Jullundur.	563—Rám Lál ...	439
35	Lálá Devi Dyal ...	Silver Medal ...	...	To the best pass in Mathematics of the Jullundur Cantonment United school.	562—Sohan Lál ...	114
36	Lálá Nand Rám ...	,, ,, ...	5	To the best pass in English of the Jullundur Cantonment United school.	563—Rám Lál ...	85
	LUDHIANA DISTRICT.					
37	Rái Faiz Tálab Khán, President, Municipal Committee, Ráikot.	,, ,,	8	To the best pass of the Ráikot school.	3435—Faqír Chand	505
38	Rái Ahmad Khán, Member, Municipal Committee, Ráikot.	Cash	5	To the best pass in Mathematics of the Ráikot school.	Ditto ...	118
39	Lálá Achhrú Mal, Alá Lambardár of Máchhíwára	Silver Medal ...	10	To the best pass of the Máchhíwára school	3420—Nauhríya Rám	342
40	Pandit Harnám Dás, of Gujarwál.	,, ,,	10	To the best pass of the Gujarwál school.	3461—Bachint Singh	489
41	Lálá Kapúrí Mal, Mián Roshan, and Pandit Gangá Rám, Members, Municipal Committee, Khanna.	,, ,,	10	To the best pass of the Khanna school.	3455—Wajíh Ahmad	439
42	Báwa Káshi Ram and Bhúp Singh, Lambardár of Dahrú.	,, ,, ...	10	To the best pass of the Dahrú school.	3407—Jagat Singh...	481
43	Sirdár Badan Singh, Raís of Maloudh.	,, ,, ...	10	To the best pass of the Maloudh school.	3429—Jaimal Singh	343
	FEROZEPORE DISTRICT.					
44	Munshí Rajab 'Alí, Tahsíldár of Muktasar.	Watch ..	25	To the best pass of the Municipal Board school, Fázilka.	868—Nabí Bakhsh...	465
45	Lálá Banwárí Lál ...	Cash ..	5	To the best pass of the Cantonment Anglo-Vernacular school, Ferozepore.	864—Shib Shankar...	568
46	Lálá Bekárí Lál ...	,, ...	5	To the best pass in English and Arithmetic among the candidates of the Anglo-Vernacular Cantonment school, Ferozepore.	Ditto ..	217

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names.	Nature and value of prizes.	Rs.	Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	FEROZEPORE DISTRICT—*concluded.*					
47	Lálá Sobha Rám, Head Master, Cantonment school, Ferozepore.	Books ...	4	To the best pass in English of the Cantonment school, Ferozepore, provided he gets 50 per cent.	864—Shib Shankar	99
	MOOLTAN DISTRICT.					
48	Fath Singh, Hospital Assistant in charge Dispensary, Shuja'ábád.	Silver Medal ...	6	To the best pass among the Anglo-Vernacular candidates of the Mooltan District.	933—Shám Dás, M. B. school, Mooltan.	597
49	Ditto ...	,, ,, ...	4	To the best pass of the Shuja'-ábad M. B. school.	992—Fath Chand ...	454
	MONTGOMERY DISTRICT.					
50	T. J. Kennedy, Esquire, Officiating Deputy Commissioner.	Cash ...	10	To the best pass Muhammadan in the Montgomery District.	1058—Muhammad Dín, M. B. school, Montgomery.	357
51	B. Kartár Singh, Municipal Clerk.	,, ...	2	To the best pass among the Sikh girls in the Punjab.	No candidate.	
	LAHORE DISTRICT.					
52	Lálá Kundan Lál, B.A., District Inspector of Schools, Lahore.	Silver Medal ...	20	To the best pass of the Jagádhri M. B. school.	402—Ganeshi Lál ...	615
53	Munshí Guláb Singh, Proprietor, Mufid-i-'Am Press and Government Publisher and Bookseller, Lahore.	,, ,, ...	20	To the best pass in the Punjab.	3781—Muhammad Sa'id Sambharyál school.	753
54	Ditto ...	,, ,, ... [To be called the Holroyd-Guláb Singh Medal].	20	To the best pass in the Vernacular Caligraphy in the Punjab.	3506—Amír-ud-dín, Middle school, Moga.	23
	AMRITSAR DISTRICT.					
55	Lálá Duní Chand ...	Cash ...	5	To the best pass in Sanskrit among the candidates of the Amritsar schools.	1481—Jíwan Singh, M. B. school, Amritsar.	90
56	Ghulám Qádir ...	,, ...	5	To the best pass in English among the candidates of the Amritsar schools.	1525—Shankar Dás, I, Church Mission school, Amritsar.	112
57	Khwája Yusuf Sháh ...	,, ...	5	To the best pass among the candidates of the Amritsar schools.	1481—Jíwan Singh, M. B. school, Amritsar.	659
58	'Abdul 'Alí, Qárí ...	,, ...	5	To the best pass in Arabic among the candidates of the Amritsar schools.	1608—Muhammad 'Abdulla, M. A. O. school, Amritsar.	79
59	Kishan Chand ...	,, ...	11	To the best pass in Mathematics among the candidates of the Amritsar schools.	1483—Kesar Singh, M. B. school, Amritsar.	130
60	Mohan Lál ...	,, ...	11	To the best pass in Sanskrit among the candidates of the Amritsar schools.	1481—Jíwan Singh, M. B. school, Amritsar.	90
61	Ishar Dás ...	,, ...	11	Ditto ...	Ditto ...	90
62	M. Ahmadulla ...	,, ...	5	To the best pass in Arabic among the candidates of the Amritsar schools.	1608—Muhammad 'Abdulla, M. A. O. school, Amritsar.	79

SECRETARIAT LIBRARY.

Appendix I.

Middle School Prizes.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names	Nature and value of prizes.	Rs.	Conditions of award	Names of prize-winners.	Aggregate number of Marks.
	AMRITSAR DISTRICT—*concluded.*					
63	Gurmukh Rái	Cash ...	9	To the best pass in English among the candidates of the Amritsar schools.	1525—Shankar Dás, I, Church Mission school, Amritsar	112
	GURDASPUR DISTRICT.					
64	Nathe Khán, Member, Municipal Committee, Gurdáspur.	,, ...	5	To the best pass of the M. B school, Gurdáspur.	1752—Udham Singh	579
65	Mahant Manohar Dás, Gaddí Nashín. Darbár Sáhib, Dera Bábá Nának.	Watch ...	8	To the best pass of the M. B. school, Dera Bábá Nának.	1731—Ishar Singh ..	90
66	Ditto ...	Khilát ...	4	To the 3rd best pass of the M. B. school, Dera Bábá Nának.	1733—Kharak Singh	77
67	L. Sant Rám, of Thotharka, Tahsíl Batála.	,, ..	7	To the 2nd best pass of the M. B. school, Dera Bába Nának.	1732—Sant Rám ..	89
68	Lálá Faqír Chand, Bhandárí, of Batála.	Watch ..	15	To the best pass of the Batála M. B. school.	1677—Wastí Rám ...	659
	SIALKOT DISTRICT.					
69	Aghá Muhammad Shábbaz Khán, Rais, Siálkot.	Medal ...15 Books .10	25	To the best pass among the Anglo-Vernacular candidates of the Siálkot District.	1867—Qáim Dín, Scotch Mission High school, Siálkot.	635
70	Ditto ..	,, ...	25	To the best pass, Muhammadan, of the Municipal Board school, Siálkot.	1880—Altáf Husain	609
71	Munshí Díwán Chand ..	Cash ...	5	To the 2nd best pass among the candidates of the 3 High schools at Siálkot.	Ditto ...	609
72	Revd Imám Dín, Shábbáz.	,, ...	5	To the best pass of the Zaffarwál school.	1901—Jagat Rám ...	493
73	Munshí Gyán Chand ...	,, ...	5	To the best pass of the Jámke school.	1833—Sant Singh ...	524
74	Chaudhrí Ghásíta ..	,, ...	5	To the best pass of the Sankhatra school.	3790—Labhú Rám...	325
75	Sardár Baghel Singh ...	Watch ...	...	To the best pass of the Daska school.	3800—Gobind Rám	488
76	Bhái Gangá Rám ...	Cash ...	2	To the 2nd best pass of the Sankhatra school.	3789—'Abdul' Alí ...	323
77	Mahant Prem Singh ...	,, ...	5	To the best pass, Hindú, among the candidates of the High schools, Siálkot.	1879—Wadháwa Mal	588
78	Sardár Harí Singh, Rai Bahádur.	,, ...	5	To the 2nd best pass among the Sikh candidates from the 3 High schools at Siálkot.	1820—Gur Bakhsh Singh, American Mission High school, Siálkot	419
79	Maulaví Iláhí Bakhsh, District Inspector of Schools.	,, ..	2	To the best pass in Arithmetic of the Ghota Middle school.	3813—Muhammad Jamál-ud-dín.	119
80	Ditto ..	,, ...	2	To the best pass in Arithmetic of the Sambharyál Middle school.	3781—Muhammad Sa'íd.	140

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names.	Nature and value of prizes.		Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	SIALKOT DISTRICT—*concluded.*		Rs.			
81	Maulaví Iláhí Bakhsh, District Inspector of Schools.	Cash ...	2	To the best pass in Arithmetic of the Kila Sobha Singh Middle school.	3799—Kirámat' Alí ..	122
82	Ditto ...	,, ...	2	To the best pass in Arithmetic of the Pasrúr Middle school.	1845—Mehr Chand...	130
83	Múla Mal, Head Master, M. B. school, Pasrúr.	,, ...	5	To the best pass in English of the Pasrúr Middle school.	1858—Muhammad Dín.	97
84	W. C. Hennessey, Esquire, District Engineer, Siálkot.	,, ...	20	To the best pass in Mathematics of the M. B. school, Siálkot.	1881—Jawinda Mal ..	118
85	Ditto ...	,, ...	20	To the best pass in Mathematic of the Scotch Mission High school, Siálkot.	1867—Qáim Dín ...	110
86	Ditto ...	,, ...	20	To the best pass in Mathematics of the American Mission High school, Siálkot.	1828—Ráj Kaur ...	118
87	Ditto ...	,, ...	10	To the 2nd best pass in Mathematics of the Siálkot M. B. school.	1888—Teja Singh ...	116
88	Ditto ...	,, ...	10	To the 2nd best pass in Mathematics of the Scotch Mission High school, Siálkot.	1875—Mokand Lál...	104
89	Ditto ...	,, ...	8	To the 2nd best pass in Mathematics of the American Mission High school, Siálkot.	1813—Guláb Dín ...	112
90	Gandá Mal, Head Master, Jámke school.	,, ...	2	To the best pass of the Jámke school.	1833—Sant Singh ...	524
	GUJRAT DISTRICT.					
91	Municipal Committee, Dinga.	,, ...	5	To the best pass of the Dinga Municipal Board school, provided that the candidate resides within the limits of the Dinga Municipality.	3846—Atmá Rám ...	525
	GUJRANWALA DISTRICT.					
92	Harnám Dás, Head Master, Akálgarh.	,, ...	3	To the best pass in Arithmetic and Mensuration among the Vernacular and Anglo-Vernacular candidates in the Gujránwála District.	3910 Nának Chand Háfizábád M. school.	135
93	M. Shankar Dás, Head Master, Rámnagar school.	,, ...	2	To the best pass of the Rámnagar school.	3928—Naráin Singh	500
94	Ditto ...	,, ...	2	To the best pass among the candidates of the Vernacular schools of the Gujránwála District.	3904—Bútá Singh, Vernacular Middle school, Akálgarh.	531
95	Husain Sháh, 2nd Teacher, Rámnagar school.	,, ...	2	To the best pass in Physics among the candidates of the Vernacular schools of the Gujránwala District.	3928—Naráin Singh, Municipal Board school, Rámnagar.	100

Appendix I

Middle School Prizes

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names	Nature and value of prizes.	Rs	Conditions of award.	Names of prize-winners.	Aggregate number of Marks
	GUJRANWALA DISTRICT—*concluded.*					
96	Sardár Amrík Singh, Raís, Rámnagar.	Cash ...	3	To the best pass in History and Geography among the candidates of the Vernacular schools in the Ráwalpindí District.	4062—Naráin Singh, Middle school, Sukhu.	86
97	Ditto ..	,, ...	2	To the best pass in Euclid and Algebra among the candidates of the Vernacular schools of the Gujránwála District.	3904—Bútá Singh, Vernacular Middle school, Akálgarh.	115
98	Ditto ...	,, ...	3	To the best pass in Urdú of the Rámnagar school.	3928—Naráin Singh	77
99	L. Har Naráin, President, Municipality, Rámnagar.	,, ...	5	To the best pass among the candidates of the Anglo-Vernacular schools in the Gujránwála District.	2043—Hem Ráj, Mission school, Gujránwála.	532
100	Diwán Sant Rám ...	,, ...	5	To the best pass of the Akálgarh school.	3904—Bútá Singh ...	531
101	Lálá Manohar Lál, President, Municipality, Akálgarh.	,, .	4	To the best pass among the Vernacular candidates of the Gujránwála District, provided that the candidate belongs to the Akálgarh school.	Ditto ...	531
102	M. Rám Pat, Head Master of Kila Dídár Singh Middle school.	,, ..	2	To the 2nd best pass among the candidates of the Vernacular schools in the Gujránwala District.	3910—Nának Chand, Middle school, Háfizábád.	504
	JHELUM DISTRICT.					
103	Malak Muhammad Ashraf Khán, Raís, Lambardár, Jhelum District	,, ..	5	To the best pass of the Talagang school.	4032—Rám Saran ...	432
	RAWALPINDI.					
104	S. Sujún Singh, R. B.	Silver Medal ...	15	To the best pass of the Ráwalpindí Municipal Board school.	2357—Tára Chand ...	448
	PESHAWAR DISTRICT.					
105	Pír Bakhsh, Sub-Registrar, Pesháwar.	Cash	5	To the best pass among the Anglo-Vernacular candidates in the Pesháwar District.	2459—Aghá Ján, Municipal Board school, Pesháwar.	625
106	Ditto ..	,,	5	To the 2nd best pass among the Anglo-Vernacular candidates of the Pesháwar District.	2461—Mathrá Dás, M B school, Pesháwar.	590
	DERA ISMA'IL KHAN DISTRICT.					
107	Malak Ján Lál, Náib-Tahsíldar, Kulách.í	Time-piece ...	...	To the best pass in Arabic and Persian of the Kulách school.	4203—Sham Dás ...	203
108	Amír Dost Muhammad Khán, Rais, Kulách.	Cash ...	5	To the best pass of the Kulách Middle school.	Ditto ...	705

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names.	Nature and value of prizes.		Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
	DERA ISMA'IL KHAN DISTRICT—*concluded.*		Rs.			
109	Muhammad Akbar Khán, Raís, Kuláchí.	Cash ...	5	To the best pass in Elementary Science of the Kuláchí Middle school.	4204—Chetan Dás ...	120
110	Dr. Hákim Rái, Hospital Assistant.	,, ...	5	To the best pass in Sanskrit in the Punjab.	78—Indar Singh, M. B. school, Rewárí.	120
	DERA GHAZI KHAN.					
111	Nawáb Sir Imám Bakhsh Khán, K.C.I.E.	,, ...	15	To the best pass of the Rujahan Middle school.	4252—'Alí Bakhsh Khán.	314
112	Sardár Jalál Khán, Tumandár, Gurchaní.	,, ...		To the best pass of the Jámpur Middle school.	4244—'Abdulla ...	541
	MUZAFFARGARH.					
113	Tansukh Rái, Pleader, Muzaffargarh.	Watch ...	...	To the best pass of the Muzaffargarh school.	2642—'Alí Ahmad ...	588
114	Khalífa Imád-ud-dín, District Inspector of Schools.	Cash ...	5	To the best pass of the Muzaffargarh District who takes up Arabic as an optional subject.	No candidate.	
115	Parmá Nand, Chaudhrí, of Muzaffargarh.	,, ...	5	To the 2nd best pass of the Muzaffargarh school.	2643—Faríd Bakhsh, Municipal Board school, Muzaffargarh.	556
116	Jawinda Rám, Chaudhrí, of Muzaffargarh.	,, ...	5	To the 3rd best pass of the Muzaffargarh school.	2644—Chelá Rám ...	344
117	Rám Chand, Head Master, Muzaffargarh.	,, ...	3	To the first Brahman pass, Pushkarna by caste, who stands first in any school taking Sanskrit as his optional subject.	Qualified applicants should apply to the Registrar, Punjab University, till 1st July 1890.	

Appendix I
Entrance Prizes

II.—ENTRANCE EXAMINATION.

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*contd.*

Serial No.	Names	Nature and value of prizes.		Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
				GURGAON DISTRICT.		
1	Ráo Lál Singh, of Rewárí.	Cash ...	Rs. 5	To the best pass of the Rewárí High school without restriction of caste.	19—Shádí Lál ...	493
2	Lálá Rámjí Dás, of Rewárí.	,,	5	To the best pass of the Rewárí High school, provided that the candidate be of Agarwál Vaishnava class.	Ditto ..	493
3	Lálá Khushwaqt Rái, of Rewárí.	,, ...	11	To the best pass of the Rewárí High school, provided that the candidate be Saraogí by caste.	No candidate.	
4	Lálá Harbhagat Rái, of Rewárí	,,	5	To the best pass of the Rewárí High school, provided that the candidate belongs to Mahwar race.	Ditto.	
				DELHI DISTRICT.		
5	Lálá Hardián Singh, Honorary Magistrate.	Medal ...	Rs. ...	To the best pass of the Anglo-Sanskrit Victoria Jubilee High school, Delhi.	39—Banwárí Lál ..	417
				LUDHIANA DISTRICT.		
6	Rái Faiz Tálab Khán, President Municipality, Rájkot.	Medal ...	Rs. 12	To the best pass of the Ludhiána District.	223—Jawálá Parsád, Ludhiána M. B. school.	464
				AMRITSAR DISTRICT.		
7	Colonel R T. M Lang.	Cash ..	Rs. 20	To the best pass in Mathematics from the candidates of the High schools at Amritsar.	528—Amín Chand, M. B. school, Amritsar.	117
8	Lálá Sant Rám ...	,, ..	11	To the best pass in English from the candidates of the High schools at Amritsar.	568—Wastí Rám, M. A. O. school, Amritsar.	71
9	Lálá Kuljas Rái ..	,, ..	5	To the best pass in Gurmukhí from the candidates of the High schools at Amritsar.	546—Gopál Singh, M. B. school, Amritsar.	47
				GURDASPUR DISTRICT.		
10	Pandit Maghar Rám, Pleader, Gurdáspur.	Medal ...	Rs. 25	To the best pass of the Gurdáspur M. B. school.	604—Ralyá Rám ..	527
11	Lálá Gurcharn Dás, Pleader, Gurdáspur.	,, ..	20	To the best pass in English of the Gurdáspur M. B. school.	Ditto ..	90
				SIALKOT DISTRICT.		
12	Revd. J W. Youngson, Manager, Scotch Mission School.	Medal ...	Rs ...	To the best pass from the 3 High schools at Siálkot.	640—Bihárí Lál, Scotch Mission school, Siálkot.	496

LIST OF PRIZES AND MEDALS OFFERED BY PRIVATE LIBERALITY, &c.—*concld.*

Serial No.	Names.	Nature and value of prizes.	Conditions of award.	Names of prize-winners.	Aggregate number of Marks.
			SIALKOT DISTRICT—*concluded.*		
			Rs.		
13	Sardár Harí Singh, Rái Bahádur.	Cash ...	15 To the best pass among the Sikh candidates from the 3 High schools at Siálkot.	634—Sant Singh, American Mission school, Siálkot.	424
14	Labha Mal, Pleader, Siálkot.	,, ...	25 To the best pass from the candidates of the Bhatia caste in the Punjab.	Successful candidates belonging to the Bhatia caste should apply to the Registrar, Punjab University, before the 30th June 1890.	
			DERA ISMAIL KHAN DISTRICT.		
			Rs.		
15	Lálá Jhínda Rám, President, Aryá Samáj, Dera Isma'íl Khán.	Cash ...	15 To the best pass among those candidates who have indicated their caste as "Aryá."	755—Gobind Rám, Sethi, Mission High school, Rawalpindí.	369

Appendix J.

Report on the Central Training College

STATISTICS, CENTRAL TRAINING COLLEGE, LAHORE.

			1889-90.	1884-85	Increase	Decrease
Number of Scholars at the close of the year.	Senior Anglo-Vernacular Class ...	Teachers	3	8	...	5
		Others	19	4	15	...
		Total ...	22	12	10	..
	Junior ditto ditto ...	Teachers ...	3	...	3	...
		Others ...	20	9	11	...
		Total ..	23	9	14	...
	Senior Vernacular Class...	Teachers ...	4	20		16
		Others ...	28	11	17	
		Total	32	31	1	..
	Total	Teachers ...	10	28	...	18
		Others ...	67	24	43	...
		Grand Total	77	52	25	...
Expenditure	On Establishments and Contingencies.	From Provincial Revenues	14,501	10,837	3,664	
		Do. other sources ...	(a) 360	(b) 7,611	..	7,251
		Total ..	14,861	18,448	...	3,587
	On Stipends	From Provincial Revenues	7,276	2,469	4,807	...
		Do. District Funds ..	...	3,685	...	3,685
		Total ..	7,276	6,154	1,122	...
	Grand Total ...		22,137	24,602	...	2,465
Results of Examinations.	Senior Anglo-Vernacular Certificate Examination		10	13		
	Junior Anglo-Vernacular Certificate Examination		14	...	14	...
	Senior Vernacular Certificate Examination		19	29		15
Number of Government stipendiaries ..			65	50	15	
Ditto non-stipendiary students .. .			(c) 2	...	2	

(a). Salary of the Gymnastic Master drawn from the Local Municipality.

(b). District Funds.

(c). In the beginning of the session there were four non-stipendiaries; one of these was expelled in December last, and the other was given a stipend.

APPENDIX J.

Appendix J.

Report on the Central Training College.

REPORT ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR THE YEAR 1889-90.

At the opening of the year under review the staff of the College was as follows :—

F. Haden-Cope, Esquire, M.A., Principal.
Lálá Umráo Singh, M.A., Assistant Superintendent.
Lálá Jíyá Rám, M.A., 1st Master and Translator.
Pandit Iqbál Kishan, M.A., Officiating 2nd Master and Translator.
Lálá Lachhman Dás, 3rd Assistant Master and Translator.
Munshí Ihsan 'Alí Khán, the Oriental Teacher.

The following changes in the staff took place during the year :—

The Principal was on privilege leave for three months, and during his absence Lálá Umráo Singh performed his duties.

Lálá Jíyá Rám was on privilege leave for one month, from 16th June to 16th July, and Pandit Iqbál Kishan, M.A., officiated for him. From 1st April to 14th September Pandit Iqbál Kishan and Bábú Harí Singh officiated as 2nd Assistant Master and Translators in the Central Training College, the latter only for one month. On 15th September Lálá Núraj Naráin permanently took over charge of the duties of the 2nd Master and Translator.

Lálá Jagan Náth, B.A., joined as Science Master on the 17th July, and Lálá Lachhman Dás, the 3rd Master and Translator, was transferred to the Central Model School.

Number and distribution of scholars

The number of students on the rolls on 31st March 1890 was 77, or 25 more than on 31st March 1885. They comprise 10 teachers and 67 others, as against 28 teachers and 24 others in 1884-85.

The Senior Anglo-Vernacular Class contains 22 men, as against 12 in 1884-85, of whom two are B.As., two have failed in that examination, five are F. As., and ten have failed in that examination. Of these last men, however, three out of four who went up have passed the First Arts Examination just held. The Junior Anglo-Vernacular Class contains 28 men, as against 9 in 1884-85, all of whom have passed the Entrance Examination, the majority of them in 1889. The Vernacular Class contains 32 men, as against 31 in 1884-85.

The numbers on the rolls are, I believe, greater in each class and in the aggregate than they have ever been before.

The Anglo-Vernacular Classes were formed on 16th October, and were in full working order within a day or two of the date. The Vernacular Class was not filled up until a little later owing to the late date on which the results of the Junior Vernacular Certificate Examination were published, and also to the fact that Deputy Commissioners often do not send in the men they recommend up to time.

In December last three men of the Junior Anglo-Vernacular Class were expelled under orders received demi-officially from you, and one teacher sent in for training by the Inspector of Schools, Jullundur Circle, was sent back as being unfit, while another sent in by the Inspector of Delhi absented himself without leave, and his name was struck off the rolls under Article 517 of the Punjab Education Code. In neither of these cases did the Inspector send in another man to fill the vacancy.

Expenditure.

The total expenditure during the year under report was Rs. 22,137, as against Rs. 24,602 in the year 1884-85. The decrease is accounted for partly by the fact that in the former year the Principal drew, the handsome salary of Rs. 1,000 per mensem, while I only drew, during the year 1889-90, Rs. 420 per mensem, or Rs. 6,960 less during the year than my predecessor, Mr. Dick. On the other hand, an increase has taken place owing to the staff being larger

Appendix J.

Report on the Central Training College.

than it formerly was. The contributions from Provincial revenues to establishment and stipends appear much larger now than in 1884-85, when the two sums of Rs. 7,611 and Rs. 3,685 are shown as being received under these two heads from 'Other sources.' At that time a portion of the expenditure on the salaries of the staff and stipends was paid from District Funds. The full amounts under these heads were drawn directly from the Accountant-General, but that officer, I believe, recovered the sums mentioned above from District Funds at the close of the year.

Stipendiary and non-stipendiary students.

Of the 77 students on the rolls on 31st March 1890, 65 are Government stipendiaries, ten are teachers and two are non-stipendiaries. Two other non-stipendiaries joined the College, and one of these was among the men dismissed by your order, and the other was afterwards given a stipend vacated by another of the dismissed men. This was done with your sanction. Two men who had read up to F. A. Examination and had been last year in the Junior Anglo-Vernacular Class were admitted with your permission in the Senior Anglo-Vernacular Class and given stipends that were at my disposal.

Results of the Examination.

From the Senior Anglo-Vernacular Class 20 men appeared and 10 passed, as against 18 out of 15 in 1884-85 It must be remembered, however, that the examination was much easier then than now, and that 33 per cent. in each subject then secured a pass as against 40 per cent. now, and 40 per cent. in the aggregate a first division, as against 60 per cent. now.

Of the ten men who were successful this year three passed in the first division. The failures were—in English 3, in Mathematics 2, in Science 3, in School Management 3, and in the Practice of Teaching 4, or in all 15 subject failures. (The result is not very satisfactory, but is capable of some explanation.) The Officiating Principal found it necessary, as usual, when he awarded stipends in October 1888, to accept some men who had failed in the F. A. Examination. As up to present we have had no Entrance Examination for the College, it is impossible to tell with any accuracy what the men we chose are like, and it so happened that among the men chosen were some who were very weak all round. Ten men, as I have said, failed in the examination. Three were weak all round when they came, and were not able to pick up sufficiently to pass, and they were responsible for 8 out of 15 subject failures. The fourth man was preparing, I found, for his B. A. Examination, and he failed by six marks in Science only. The fifth man failed by four marks in the Practice of Teaching in a lesson on "the influence of vegetation on the rain-fall of a country," which, I venture to think, can hardly be described as a subject contained in the course laid down for High Schools. The sixth man failed by four marks in a lesson on "the Blowpipe," a very difficult piece of apparatus to handle, the use of which is not taught in High Schools, nor indeed in the Government College, until students have passed the Intermediate Examination. The seventh man, one of my best students, failed by seven marks in Mathematics, a subject for which he had no aptitude, though he obtained 335 in the aggregate, or 75 more than are necessary for the aggregate pass marks. He also got the highest marks in the Practice of Teaching.* The eighth man failed by five marks only in School Management. The ninth man failed by two marks in English only. The tenth man failed by six marks in a lesson on "the reign of Aurangzeb," an easy subject. Five of these ten men obtained on an average 55 marks apiece over the aggregate pass marks, and only failed in the subject passes by 23 marks between them. Two of the four men who passed as private candidates were old students of the College.

The results of the Junior Anglo-Vernacular Class were more satisfactory: 18 students appeared, of whom 14 passed, while one student was absent owing to sickness. There was only one failure in English, and though there were three in School Management, eight marks more among the three men would have enabled all to pass in that subject. There was one failure by five marks in the Practice of Teaching.

In the Senior Vernacular Examination 27 appeared, of whom eight failed, having 14 subject failures among them. There was one failure in Urdú, two in Persian, three in Mathematics, four in Elementary Science,† two in School Management, and two in the Practice of Teaching.

---

* *Note by Director of Public Instruction.*—This man has been allowed a special certificate.

† Two men failing by one mark each.

I have been able in the current session to make greater use of the Model School classes than formerly, and at the time of writing it is a very rare occurrence for a man to give a lesson to his fellow-students. The members of the Senior Anglo-Vernacular Class have already given two lessons each; those of the Junior Anglo-Vernacular Class three each, two each on English through the medium of Urdú and one each on common objects through the medium of English; while the members of the Senior Vernacular Class have given two lessons each, and nearly completed the third set. In all cases the lessons are criticized by some of the students, and, finally, by the officer in charge, who records his opinions in a book kept for the purpose. The system I have adopted for students of the College teaching in the Model School is as follows:—Every Friday the men are told off to teach from the Monday to Saturday next ensuing, each teaching one hour a day. Thus each class of the Model School is taught every day for one hour by a Central Training College student. The Head Master chooses the subjects and sets the work, and so arranges it that no one class is taught the same subject by students for two weeks running. For instance, if the Vernacular High Class is taught English one week by a student, in the next week the student for that week will teach Mathematics or some subject other than English, and so forth. Every Tuesday the Head Master furnishes me with a report, in a prescribed form, showing me what each student has done, the class and subject taught, the amount of work done, his method, manner, language, &c. Nearly every student has now taught for three weeks in the Model School. I visit the School from time to time while they are teaching there; but I think it is desirable that the Head Master should have more leisure to superintend their work than he has at present, for it is impossible for the Principal and Assistant Superintendent to be as much in the Model School as they wish to be. If a trained European were obtained from England as Head Master, this supervision of students and giving lessons to his classes in their presence would be among the most important of his duties.

Criticism lessons.

In addition to teaching in the Model School, every student attends it for two hours a week simply to watch the masters teaching their classes.

The Science lessons are still weak, and I despair of having really satisfactory results in this subject until the College is properly equipped with apparatus.* At present our supply is most meagre, and we have no laboratory where the men can handle it and make experiments themselves.

This receives all attention, but we require gymnastic apparatus.† A cricket club is in existence, and, since the ground in front of the College has been enclosed, a nice cricket field has been formed. The men also play lawn-tennis in the boarding-house grounds, where they have three nets.

Physical Training.

Last summer I examined the men in gymnastics and gave only three of them certificates. In former years many more certificates had been given; but I thought it desirable not to give a certificate unless a man was able to perform simple gymnastic exercises correctly and neatly, and also to drill smartly and, in my opinion, to impart instruction in these subjects.

Since January last the men have been located in the premises for many years occupied by the Bank of Bengal, which are excellently suited to the purpose. The Hindús board in the main building, and the Mussalmáns in a separate house formerly used as the Bank Office. There are out-houses, kitchens, &c., in abundance, a spacious compound with fine trees and a well of excellent water. I have set apart one room as a reading-room, and it is well stocked with papers and periodicals and a few books on Training, Natural History, Science, &c., from the College Library. These latter are in charge of one of the students, who gives them out as required. The boarding-house is very popular and most convenient, being close to the College. I am sorry to say that influenza made its appearance in the boarding-house at the end of March, and about 55 per cent. of the students were attacked by this troublesome complaint.

Boarding-house.

---

* *Note by Director of Public Instruction.*—A good supply of scientific apparatus is certainly required, but it will cost a large sum of money; and it can hardly be indented for until the new Science course for High Schools has been definitely fixed by the University, as this must necessarily regulate the course pursued in the Training College; and it is therefore impossible at present to determine precisely what apparatus will be required.

† *Note by Director of Public Instruction.*—The Principal has been requested to state what further apparatus is required

Appendix J.

Report on the Central Training College.

I think it extremely desirable that the Principal should live close to the College and boarding-house. The Aided Colleges of the Province have recognized the fact that it is very desirable that Principals should live among their students, and I should be most pleased if some arrangements could be made by which I could be provided with a house where I could receive the students out of College hours, start evening lectures on popular subjects, informal meetings, and so forth. In Training Colleges at home this is done, and I think it most desirable that, if possible, the system should be introduced here.

General progress.

This has been, on the whole, satisfactory; house examinations have been held regularly, and the extra time devoted to English has, I think, had the effect intended. I notice a very marked improvement in the English of our students since they joined the College.

Senior Anglo-Vernacular Class.

Employments.

	Rs.
Chelá Rám, B.A., Mathematical Teacher, Municipal Board School, Hoshiárpur, on	100
Srí Rám, B.A., joined Civil Department (Munsiff).	
Indar Sein, F.A., Municipal Board School, Gurdáspur ...	40
Belí Rám, F.A., ditto, Mooltan ...	40
Bishan Singh, F.A., Mission School, Ráwalpindi (Science Master)	45
Kálí Charan, F.A., Cantonment School, Ferozepore (Officiating)	30
Sohan Lál, B.A., Makkhan Lál, B.A., } Unemployed.	
Muhammad Dín, Fazal Muhammad } Teachers sent in.	

Junior Anglo-Vernacular Class.

Jawálá Singh, Municipal Board School, Dera Nának ...	20
Kirpá Singh, Lyall School, Qasúr	20
Múl Singh, Examiner's Office, Lahore	15
J. Hírá Singh, Head Master, Fathgarh Mission	35
Jái Náth, Municipal Board School, Karnál	20
Jawála Dás (failed F.A.), Head Master, Lyall School, Qasúr,	30
Nand Rám, Bhagat Rám, } Joined S. A. V. Class, Central Training College.	
Ghazanfar 'Alí (failed F.A.), Municipal Board School, Gujrát,	25
Himmat Ráe, Belí Rám, Kirpá Rám, Fath Singh, } Teachers sent in.	

The two B As. who are without employment have been offered work, but have declined it; neither of them would accept the post of 3rd Mastership of the Central Model School for instance. It will be seen that only one out of four B. As. has cared to take up educational work.

The members of the staff of the College as at present constituted have worked well and harmoniously, and given me every assistance. As in previous years, Lálá Umráo Singh has devoted much attention to the Vernacular Class, and I must add a word of praise to Lalá Jíyá Rám for the excellent work he has done, particularly in the Translation Department.

TRANSLATION DEPARTMENT.

The staff consists of the 1st and 2nd Assistant Masters and Translators. Half their time is devoted to teaching in the College; half to translation.

There was a 3rd Assistant Master and Translator from 1st April to 17th July, but his time was occupied entirely by teaching partly in the College and partly in the attached Model School. The post was formally abolished on the 17th July 1889, when the incumbent, Lálá Lachhman Dás, was transferred to the Central Model School as Science Master.

The post of the 1st Assistant Master and Translator was held during the year by Lálá Jíyá Rám, except from 16th June to 16th July, when, he being on privilege leave, Pandit Iqbál Kishan, M.A., officiated for him. The post of 2nd Master and Translator was held from 1st April to 16th June by Pandit Iqbál Kishan; from 16th June to 16th July by Bábú Harí Singh of the Central Model School; from 16th July to 15th September by Pandit Iqbál Kishan again; and from 15th September to end of year by Lálá Súraj Naráin.

The work actually done by the several members of the staff is shown below. There is no literary work to be shown under the name of Bábú Harí Singh, his time having been occupied in teaching both in the College and in the Central Model School.

I.—LALA JIYA RAM.

(*a*). Compiled a course of Hindí Reading, Poetry and Prose, about 200 pages, for the Zamíndárí classes of Normal Schools, adding 25 pages of original matter on agricultural subjects.

(*b*). Revised and corrected the Geographies of the Mooltan, Jhang, Muzaffargarh, Jhelum, Gujrát and Hoshiárpur Districts, adding about 30 pages of new matter.

(*c*). Corrected the new *Hisáb-ká-Dúsrá Hússa*.

(*d*). Corrected translation of the first nine Chapters of the Punjab Education Code, adding translation of all new portions.

(*e*). Corrected translation of Chapter III of the "Good House Mother," Part I.

(*f*). Translated eight Circulars.

(*g*). Reviewed for the Text-Book Committee 55 English, Urdú and Hindí books.

II.—PANDIT IQBAL KISHAN.

(*a*). Compared translation of the old Punjab Education Code with the original.

(*b*). Corrected translation of Chapters I and II of the "Good House Mother," Part I.

(*c*). Translated two Circulars.

(*d*). Reviewed for the Text-Book Committee four Urdú books.

III.—LALA SURAJ NARAIN.

(*a*). Revised Geography of the Umballa District.

(*b*). Corrected translation of the last five Chapters of the Punjab Education Code.

(*c*). Corrected translation of the last three Chapters of the "Good House Mother," Part I.

(*d*) Translated twelve Circulars.

(*e*). Reviewed for the Text-Book Committee twelve Urdú and Persian books

F. HADEN COPE,

Dated 30th April 1890. *Principal, Central Training College, Lahore.*

Appendix K.

Report on the Veterinary School, Lahore.

APPENDIX K.

REPORT ON THE VETERINARY SCHOOL, LAHORE, FOR THE YEAR 1889-90.

I have the honour to submit the Educational Report on the Lahore Veterinary School for the past official year. The results of the Final examination were not made known until late this year, and I regret, under the circumstances, that I was unable to forward the Annual Report on the date specified for submission.

The first point I desire to bring to notice has reference to the large increase in the number of pupils attending the school at the close of the official year under report, as shown in Appendix A, the actual number on the register of the school being 90, far in excess of the muster rolls of previous years.

The course of study extending, as it does, only to two years, the arrangements regarding classes is simplified by division into first and second year students, as heretofore customary in the school.

Expenditure on the school.

Under this heading there is an increase in the expenditure both in Imperial and Provincial Revenue lists, in the latter to a large amount.

Under Imperial charges the increase is very small, and is partly due to periodical increase to staff pay of teachers, and also to increase of Military pay of officers.

The increase under Provincial expenditure has been caused by an extra grant of funds for free patients and increase of salary to artificers engaged in the forge, and other minor items of a similar kind.

During the last five years within which the statistics of the year under report are now compared, it will be noticed that there has been a marked improvement in educational results, which, as the Board of Examiners state, is in a great measure due to the appointment of native teachers in the school. In 1884-85 there were no professional subordinate native teachers attached to the staff besides those belonging to the Medical Department. By the recent appointment of these teachers as House Surgeons, there has been an increase of expenditure on this account.

The work of the school could not have been carried on without the aid of these extra native teachers, who qualified by examination for the appointments they hold, and the result of recent examinations is proof that the additions made to the teaching staff has been attended with success.

Stipends.

Referring to Appendix C, it will be observed that there is an increase in the number of stipends—34 being available, against 31 in the official year of 1884-85.

Scholarships.

There were only two scholarships of Rs. 8 and Rs. 6 per month as an annual grant by the Imperial Government from the early commencement of the school.

Five additional scholarships have also been sanctioned and conferred on the students of the school from the Lord Lawrence Memorial Fund, and these endowments have been a great encouragement to students hitherto unprovided for, and attending the school at their own expense, and these scholarships are also a keen source for eager competition amongst advanced pupils.

Results of Final examination.

The results under this heading in Appendix D show extremely satisfactory issues for the official year just closed. Out of 45 candidates, 20 amongst the batch passed in the higher grade of first class, and 17 in the second grade as Veterinary Assistants, besides 1 pupil who passed the Board with a "Certificate of Practice," only 7 amongst the total number failing to satisfy the Board of Examiners.

This year has been a very successful one compared with that of 1884-85, on which occasion only 12 out of 35 candidates succeeded in passing the Board, notwithstanding that the examination tests are much more stringent now than in the earlier years of the school.

Appendix K.

Report on the Veterinary School, Lahore.

Other points of interest.

With reference to the Entrance examination in the school itself, the great difficulty found to exist with the class of candidates, who seek admission into the school, is the almost entire absence of any observing power on the part of the students as regards common or natural and social phenomena lying around them, and more especially so with reference to animal life generally, habits of domestic animals and their relations to mankind.

In the absence of any systematic preliminary training of this nature, it is impossible to estimate the amount and extent of the labour entailed on teachers with a view to train the mind, hands and eyesight of the students in the direction and on the lines necessary to induce them to think for themselves and to understand at the same time thoroughly what they see.

With the above objects in view, it is in my opinion most essential that the period of study should be extended to three years, instead of a course of two years only, as it stands at present.

I have on several occasions strongly recommended an extension of the period of study in the school, and I earnestly bring this proposal again to notice, in the hope that an extension of the time may be sanctioned as regards the pupils who may enter the institution in the future.

The hospital practice of the school has made considerable advances since last report, and this has been of great advantage and benefit to the students as a ground-work of instruction, while at the same time the increase to the revenue from this source amounted last year to Rs. 5,000, a sum considerably in excess of the income of the previous year.

G. KETTLEWELL, INSPG. VETY. SURGEON,
Principal, Lahore Veterinary School

Appendix A.

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR 1889-90.

	1889-90.	1884-85.	Increase.	Decrease.
First year students	45	31	14	...
Second year students	45	35	10	...
Total	90	66	24	...

Appendix B.

EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES, 1889-90.

From	1889-90.	1884-85.	Increase	Decrease.
Imperial Revenues	20,542	19,403	1,139	
Provincial Revenues	12,212	7,428	4,784	...
Total	32,754	26,831	5,923	...

Appendix K

Report on the Veterinary School, Lahore.

Appendix C.

STATEMENT OF SCHOLARSHIPS, &c., 1889-90.

		1889-90.	1884-85.	Increase.	Decrease.
Expenditure.	District Funds	2,468	2,634	...	166
	Municipal Funds	223	120	103	...
	Other Sources—Government of India ...	168	168	...	...
	Ditto Lord Lawrence ...	550	...	550	...
	Total ...	3,409	* 2,922	487	...
Number of holders of	Government open scholarships	2	2	...	...
	Lord Lawrence scholarships	5	..	5	..
	Stipends from District & Municipal Funds	34	31	3	...
	Total ...	41	33	8	...

* *Note by Director of Public Instruction.*—In the return for 1884-85 the Principal reported an expenditure of Rs. 170 only from Imperial revenues.

Appendix D.

RESULTS OF EXAMINATION, 1889-90.

		1889-90.	1884-85.	Increase.	Decrease.
Veterinary Assistants	Candidates	45	35	10	...
	Passes	38	12	26	...

APPENDIX L.

Appendix L.
Report on the Mayo School of Art.

REPORT ON THE MAYO SCHOOL OF INDUSTRIAL ART, LAHORE, FOR 1889-90.

I have the honour to submit a report of the working of the Mayo School of Art for the year 1889-90.

Number of students.

The number of students on the rolls was 98, and the average daily attendance was 86. This is a decrease on the last year's enrolled number of two ; but as the average attendance of last year was only 84, there is no real falling-off in the attendance.

Distribution with regard to subjects of instruction.

The distribution with regard to subjects is in the following divisions:—

(1). Engineering drawing, estimating and surveying, 8 students. This is the Patiála Reader Engineering class of the Punjab University.

(2). Architectural and constructive drawing with carpentry and wood-carving, 46 students.

(3). Decorative design, lithography, pen drawing, advanced light and shade and elements of colour, 39 students.

(4). Modelling in clay and moulding, 5 students.

The whole of the three last-named classes are taught Geometry and perspective, which, with elementary free-hand drawing, are obligatory subjects for all students.

The second and third divisions are graded into advanced and elementary classes.

In the second division, 21 boys are in the elementary stage and 25 are advanced; half of these last, however, might be considered middling.

In the third division, 19 are in an advanced stage and 20 are elementary learners.

In the fourth division the whole of the students (5) are in the advanced stage.

Expenditure.

The following statement shows the amount expended during the year :—

ESTABLISHMENT AND CONTINGENCIES.

	Rs.	a.	p.
From the Provincial Fund	14,616	2	11
From the Punjab University for Engineering class	* 659	0	0
From the Mayo Memorial Fund (special expenditure on furniture and instruments for the Surveying class)	500	0	0

SCHOLARSHIPS.

The following scholarships have been held during the year :—

	Rs.	a.	p.
From the Provincial Fund 29, varying in value from Re. 1 to Rs. 10	1,345	0	1
From District Funds, 3—			
1 Siálkot District Committee	60	0	0
1 Jullundur District Committee	72	0	0
1 Amritsar District Committee (for Engineering class)	15	0	0

* The figure reported by the Registrar of the Punjab University is Rs. 676 expended from the following sources :—

	Rs.
Provincial revenues	143
District funds	6
Municipal funds	12
Fees	45
Endowments and other sources	470
Total ...	676

Appendix L.

Report on the Mayo School of Art.

From Municipal Boards, 4—

		Rs.	a.	p.
9	Amritsar	648	8	1
1	Chiniot (Jhang District)	60	0	0
1	Delhi	70	0	0
1	Gujránwála	8	12	0

The Punjab University has contributed towards the Engineering class scholarships Rs. 269.*

Success of students in obtaining employment.

Sítá Rám was appointed teacher of drawing in the new Railway Technical School at Rs. 30 per mensem. Amar Singh as teacher of carpentry, wood-carving and drawing at the Mora Technical School, Sindh, on Rs. 40 per mensem. Mehr Singh in a similar capacity to the above at Jacobábád, Sindh, on Rs. 50 per mensem. Jethá Singh was appointed in a similar capacity to a school at Delhi on Rs. 45 per mensem. Girdhárí Lál has left to take up the profession of photographer. 'Abdulla has been engaged by the Local Municipality as a Draftsman.

From the Engineering class, Ján Muhammad was appointed Sub-Overseer in the Public Works Department. Káshí Rám at Mooltan in the Irrigation Department. Nath Mal as Draftsman in the Irrigation Department at Amritsar.

I hear good accounts of the young men engaged in technical teaching in Sindh, who are Sikhs of the carpenters' craft, deficient in general education, but who have made strenuous efforts towards general self-improvement.

Attainments of students on joining, and their general progress during the year.

The necessity for more general education among our students is so urgent that we continue to give instruction in reading, writing and arithmetic to the younger boys, especially those in the second division, in addition to their ordinary work in Geometry, drawing and carving, and this instruction is prized by fathers, although they are prone to withdraw their boys at too early a period. The general progress of the school has been good; but we have to complain, as in former years, of the number of boys who come and leave after a short stay.

Outside schools.

An examination was held in December of the drawing and wood-working classes of the Railway Technical School, and the results were duly reported to the Director of Public Instruction. One of our advanced students has given lessons in elementary drawing three times a week at the Lahore High school.

The Lord Lawrence scholarships.

A competition in free-hand drawing from models in light and shade and original design was instituted for the three Lord Lawrence scholarships of Rs. 15 each offered to the school. The awards were to Gurdit Singh of the second division, to Ahmad Dín of the third, and John David of the fourth.

Punjab University Engineering examination.

Four students from the Engineering class went up for the First examination of the Punjab University in Engineering. Two passed out of the four.

Arrival of the Vice-Principal.

Mr. F. H. Andrews, appointed by the Secretary of State to be Vice-Principal of the School, arrived from London and took up his duties on the 24th February.

---

* The figure reported by the Registrar of the Punjab University is Rs. 217 expended from the following sources:—

	Rs.
Provincial revenues	46
District funds	2
Municipal funds	4
Endowments and other sources	165
Total ...	217

Appendix L.

Report on the Mayo School of Art.

Work outside the ordinary school lessons.

Of extra work outside the ordinary school lessons, may be mentioned the designs and details for the new ateliers and class-rooms for the School of Art and for the new Museum. These have been carried out under Bháí Rám Singh, teacher of the second division, and the practice has been of great value to the advanced students of his division. Munshí Sher Muhammad has directed the advanced students in the work of reproducing the painted decoration of the interior of Wazír Khán's Mosque. This beautiful building is in itself a school of design; but year by year less attention seems to be paid to its maintenance, and the painted work is in a deplorable state of neglect. Under these circumstances, it seems of the highest importance to secure careful copies for preservation in the Museum and School, and there could be no better training for our young decorators.

Among smaller works may be mentioned an elaborately illuminated address prepared for the Punjab Committee which received His Royal Highness Prince Albert, Victor of Wales.

In the fourth division, under Mr. G. Pinto, several large Buddhist figures from the Museum collection have been moulded, and models for architectural details have been made.

School staff.

The clerical work of the school has been done with zeal and intelligence by Lálá Dhanpat Rái.

J. L. KIPLING,

Principal, Mayo School of Art, Lahore.

Appendix M.

Educational Press and Text-Book Department.

APPENDIX M.

REPORT OF THE REGISTRAR, EDUCATION DEPARTMENT, FOR THE YEAR 1889-90

At the commencement of the year under report, there was a balance of Rs. 1,870-0-4 due by Munshí Guláb Singh on account of books and materials purchased outright from the stock of the late Book Depôt, and books of the value of Rs. 1,130-3-3 were sold to him during the year at reduced prices, making a total of Rs. 3,000-3-7. Of this amount, the Munshí has paid Rs. 2,774-4-0, and a balance of Rs. 225-15-7* is still due from him—*vide* Statement No. I (1).

2. A portion of the stock of the late Book Depôt was held by Munshí Guláb Singh on commission sale, on account of which Rs. 4,909-3-6 were due by him at the beginning of the year. He made cash payments during the year, amounting to Rs. 23-13-0, and returned books of the value of Rs. 4,711-0-6, leaving books† of the nominal value of Rs. 174-6-0 still in his hands at the close of the year—*vide* Statement No. I (2).

3. The account of the Secretariat books stands as before. But from the balance of Rs. 1,516-10-9 due by Munshí Guláb Singh, on the 31st March 1889, a sum of Rs. 2-6-9 has been deducted on account of the price of a number of copies of a book entitled *Fauna of the British India* having been slightly reduced under the orders of Government, and consequently the balance, that remained at the close of the year under report, was Rs. 1,514-4-0—*vide* Statement No. I (3).

4. The actual receipts credited to Government on account of the remains of the stock on commission sale with Munshí Guláb Singh and in the hands of the Registrar amounted to Rs. 5,145-8-0, as detailed below:—

From Munshí Guláb Singh—

	Rs.	a.	p.
For books purchased outright (see para. 1) ...	2,774	4	0
For books held on commission sale (see para. 2).	23	13	0
	2,798	1	0

From sales by the Registrar—

Sales from the old stock	2,301	3	0
Sale of the old furniture	46	4	0
	2,347	7	0
Total ...	5,145	8	0

5. The stock of the late Book Depôt has been disposed‡ of entirely.

The value of the stock was estimated in the first instance at Rs. 19,000 in round numbers (*vide* para. 6 of the last report), but the estimate was subsequently revised and raised to Rs. 11,000.

Out of this stock, books of the value of Rs. 210-11-6 at reduced prices were supplied free of cost to the Punjab Public Library and the Central Training College as mentioned in para. 6 of the last report, and the total sales up to the end of the year under report, amounted to Rs. 12,611-8-10, as noted below :—

Sales by the Registrar—

	1888-89.	1889-90.	Total.
English	Rs. 4,538 8 6	Rs. 2,016 5 0	Rs. 6,554 13 6
Vernacular	„ 3,186 9 9	„ 1,168 7 8	„ 4,355 1 5
			Rs. 10,909 14 11

* Since recovered

† Since returned and disposed of.

‡ A small number of books left in hand at the close of the year were sold by auction in April 1890.

Sales by Munshi Gulab Singh—

Net value after allowing commission.

1888-89	1889-90.	Total.
Rs 1,677 12 11	Rs 23 13 0	Rs. 1,701 9 11
		„ 12,611 8 10

Of this amount, Rs. 11,520-14-0 were paid into the Treasury as noted below, Rs. 405-5-3 were expended on establishment, &c., and Rs. 685-5-7 was the balance outstanding on the 31st March 1890, Rs. 384-0-1* being due from Munshi Gulab Singh and Rs. 301-5-6 from other purchasers.

Detail of the amount paid into the Treasury :—

Recoveries from Munshi Gulab Singh—

1888-89.	1889-90.	Total.
Rs. 4,376 4 0	Rs. 2,798 1 0	Rs. 7,174 5 0
Recoveries from other purchasers—		
Rs. 2,045 6 0	Rs. 2,301 3 0	„ 4,346 9 0
		„ 11,520 14 0

The entire transaction is shown in Statement No. II appended to this report.

6. At the commencement of the year, a sum of Rs. 647-2-10 was due by Munshi Gulab Singh on account of Government share of copy-right in the Departmental Text-Books, and Rs. 6,361-2-1 were due by him for the year under report, making a total of Rs. 7,008-4-11, the whole of which sum has been paid up by the Munshi, as shown in Statement No. III.

HARI SINGH,

Registrar, Education Department, Lahore.

July 1st 1890.

* Rs. 285-12-4 have been recovered since.

No. I.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH, FROM 1ST APRIL 1889 TO 31ST MARCH 1890.

(1). *Books and Materials purchased outright.*

Credit.	Total.			Debit.	Total.		
	Rs.	a.	p.		Rs.	a.	p.
Payment made during the year	2,774	4	0	Balance on 31st March 1889	1,870	0	4
Balance due	225	15	7	Books purchased during the year at reduced prices	1,130	3	3
Total	3,000	3	7	Total	3,000	3	7

(2). *Commission Sale Account.*

Payment made during the year	23	13	0	Balance on 31st March 1889	4909	3	6
Books returned by Munshi Gulab Singh.							
	Rs.	a.	p.	Rs.	a.	p.			
English books, retail price ...	244	8	6						
Vernacular books, do. ...	6,822	0	3						
				7,066	8	9			
Less Discount and Commission 33⅓ per cent.				2,355	8	3			
				4,711	0	6			
Balance due	174	6	0						
Total	4,909	3	6	Total	4,909	3	6		

(3). *Account of Secretariat books held on Commission Sale.*

Deduct—Excess in price of 43 copies of *Fauna of British India* at Rs. 0-1-0 per copy	Rs.	a.	p.	Balance on 31st March 1889	1,516	10	9
	2	11	0				
Less Discount on above, at 10 per cent.	0	4	3				
	2	6	9				
Balance due	1,514	4	0				
Total	1516	10	9	Total	1,516	10	9

HARI SINGH,
Registrar, Education Department.

No. II.

STATEMENT SHOWING THE ACCOUNT OF SALE OF THE OLD STOCK OF THE LATE GOVERNMENT BOOK DEPÔT, PUNJAB.

	Rs.	a.	p.	Rs.	a.	p.
Sale proceeds of English books sold to general public ...	4,149	2	4			
Do. do. do. Munshi Gulâb Singh	2,405	11	2	6,554	13	6
Do. Vernacular do. public	1,126	11	11			
Do. do. do. Munshi Gulâb Singh	3,228	5	6	4,355	1	5
Sale of books held on commission sale by Munshi Gulâb Singh (Net value after deducting commission)	...	...	...	1,701	9	11
				12,611	8	10
Books supplied to the Central Training College and the Punjab Public Library (free of cost)	...	...	...	210	11	6
Total ...	...	...	...	12,822	4	4

	Rs	a.	p.	Rs.	a.	p.
Paid into Treasury during 1888-89	6,421	10	0	...	...	...
Do. do. 1889-90	5,099	4	0	11,520	14	0
Establishment charges, &c.	...	...	...	405	5	3
Books supplied to the Central Training College and the Punjab Public Library (free of cost)	...	...	...	210	11	6
Balance (outstanding)*	...	...	...	685	5	7
Total ...	...	...	...	12,822	4	4

* Due by Munshi Gulâb Singh (Rs. 285-12-4 since received) ... Rs. 384 0 1
Due by other purchasers 301 5 6
685 5 7

HARI SINGH,
Registrar, Education Department.

No. III.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH, FROM 1st APRIL 1889 TO 31st MARCH 1890.

Account of Government share of copy-right in books published by the Munshi.

Credit.	Total. Rs.	a.	p.	Debit.	Total. Rs.	a.	p.
Payment made during the year	7,008	4	11	Balance on 31st March 1889	647	2	10
Balance due	...	...	...	Government share of copy-right in books published by the Munshi during the year.	6,361	2	1
Total	7,008	4	11	Total	7,008	4	11

HARI SINGH,

Registrar, Education Department.

APPENDIX N.

REPORT ON THE OPERATIONS OF THE PUNJAB TEXT-BOOK COMMITTEE FOR THE OFFICIAL YEAR 1889-90

Meetings.

1. The Punjab Text-Book Committee was formally registered as an Association under Act XXI of 1860 on the 14th February 1890, and it is gratifying to report that the new constitution and rules under which the Committee was registered have certainly facilitated its work, while they have extended its functions and responsibilities. During the year under report no fewer than thirty-four meetings have been held, *viz.*, eight of the General Committee, and twenty-six of the various Sub-Committees. The English Sub-Committee has been especially active, and important work has also been carried out by the Technical, Gurmukhí, Hindí and Arabic Sub-Committees. A special Sub-Committee was appointed to consider certain matters connected with the contract for the printing and sale of text-books, and for the first time the terms of this contract were fully discussed by the General Committee. The Sub-Committee on Libraries of schools has not met during the year under report. On March 15th of this year a numerously attended meeting of the General Committee was held to consider whether measures should be taken to constitute the Committee a branch of the "Society for the Diffusion of Useful Literature in India," the establishment of which has been advocated by the Rev. Mr. Johnston, who received great encouragement in other parts of India. The following motion on the subject was carried unanimously:—

That in the opinion of this meeting it is expedient that a Society be formed, either in connection with, or independent of, the present Text-Book Committee, for the diffusion, throughout the Punjab, of cheap and wholesome literature both in English and Vernacular.

2. All the members to whom books have been submitted for opinion have given willing help, and in the criticism and revision of text-books the staff of the Central Training college has been largely utilized, the critiques of Lálá Jíyá Rám especially being of great assistance to the Committee. The membership of the various Sub-Committees, as re-constituted during the year, is shown in Appendix II. The present Secretary was elected under the new rules at a meeting held on the 30th November 1889, with effect from the beginning of the official year. During the vacation the Clerk was employed in preparing the catalogue of the Library of the Committee, which is now complete in manuscript.

General review work.

3. The more important parts of the year's work are shown in Appendix IV. The question of preparing courses in Hindí, Gurmukhí and Pashto for candidates qualifying for teacherships in Zamíndárí schools was taken up and arrangements were made for the compilation of these courses. That in Hindí has been approved; the other two are ready, but not finally approved. Pending their introduction courses of reading in text-books already existing were drawn up. The question of preparing a text-book of Mahájaní Arithmetic is also under consideration. A detailed course of study for the Clerical and Commercial examination of the Punjab University was prepared and recommended to that body, and the scheme of work in the Railway Technical school has been before the Technical Sub-Committee; at the close of the official year certain details of that scheme had still to be considered. The Third English Reader for Middle schools was completed and approved, and is now in use; the Moral Reader for High schools is about to be published; and the High School Reader is also in the press in its revised form. The translation of the "Good House-Mother," written by Mrs. Steel, has now been completed and is in the hands of the printer. Measures have been taken with the view of giving effect to the resolutions of the Local Government and the University regarding the use of technical terms in vernacular text-books, and a scheme of transliteration has been considered, and lists prepared of those terms which it is proposed to transliterate. The question of the revision of the text-books on Mensuration for Secondary schools has been discussed in connection with this, and since the close of the year arrangements have been proposed for their preparation. The revision of the existing District Geographies and the compilation of others have been continued throughout the year, and the Committee has proposed rewards to certain persons who had inde-

Appendix N.

Punjab Text-Book Committee.

pendently compiled or translated such books. Manuals of physical training have been prepared for Primary and Middle schools and a general Manual for the use of teachers and candidates for teachers' certificates. The Panjábí Dictionary has not made satisfactory progress, though the Committee has given all the assistance in its power. A list of the books examined and accepted during the year is given as Appendix III, and a list of those not accepted as Appendix VI.

Reference Library and Museum.

4. As is evident from Appendix V, considerable additions have been made to the Reference Library during the year. This library, besides being indispensable to the Committee, has been of great use in the preparation of the various English Readers and the vernacular and gymnastic courses alluded to in the preceding paragraph, and many Educational Officers have consulted it. It would be well if more out-station teachers, when on a visit to Lahore, would take the opportunity to look over its shelves and to inspect new text-books that may have been received. In consequence of the issue of a circular to the chief publishers very large consignments of specimen books have been received during the year, and more are promised: endeavours will now be made also to obtain specimens of the best school apparatus of a kind suited for India.

Funds.

5. The funds of the Committee were in the hands of the Registrar, Education Department, until the 22nd December 1889, when the sum of Rs. 3,785-7-0 was handed over to the Secretary. Since that date Rs. 589 has been expended on the purchase of books, Rs. 308 on printing, Rs. 261 as honoraria to authors, translators, &c., and at the close of the year the balance in hand was Rs. 1,947-11-0. For the coming year a budget will be prepared and submitted as required by the rules.

Work in other Provinces.

6. No information of importance has been received regarding the work of similar Committees in other Provinces; but, as far as possible, the Secretary has kept himself informed of the courses of study laid down by the various Directors of Public Instruction throughout India, and copies of all books that were likely to be of advantage to this Province were secured and placed in the Library. For example, the Nágpur Hindí Series proved invaluable in the preparation of the Hindí course for Normal schools.

List of appendices to report.

7. For convenience of reference, a list is here given of the particulars appended to this report, in which the working of the Committee is shown in detail:—

Appendix I. Certificate of Registration* with Memorandum of Association and Rules.

——— II.* Constitution of Sub-Committees.

——— III. Books considered and approved.

——— IV. Text-books and other works completed or in course of preparation under the direction of the Committee.

——— V. Additions to Library of Reference and Museum.

——— VI.* Books considered but not approved.

——— VII* Books prescribed for School Libraries.

——— VIII.* File of proceedings.

* Not printed.

W. BELL,
Secretary.

Appendix N.
Punjab Text-Book Committee.

(APPENDIX I.)

* * * * * * * *

Memo. of Association of the Punjab Text-Book Committee.

1. The name of the Society is the Punjab Text-Book Committee.

2. The objects of the Society are—

(*a*) To recommend suitable text-books in all subjects for use in Government and Board schools and colleges, where the selection is not determined by special order of Government or by the courses laid down by the Punjab University for the several standards of examinations.

(*b*) To take steps for the preparation, translation and publication of text-books in all subjects included in school and college education, where suitable books are not already available.

(*c*) To maintain lists of books suitable for the libraries of schools of different classes.

(*d*) To encourage the development of vernacular literature more especially—

(i) By maintaining lists of books of which it is considered vernacular translations would be advantageous or desirable.

(ii) By maintaining lists showing the nature and scope of new works in Oriental languages, the production of which might, in the opinion of the Committee, be encouraged with advantage.

(iii) By circulating such lists among the Ruling Chiefs, the nobility, the gentry of the Province, and others who are likely to promote the cause of Oriental literature by subscribing to the funds of the Society.

(iv) In special cases by arranging for the publication of approved works.

(*e*) To maintain a text-book library and museum of reference which should contain—

(i) Copies of all text-books recommended for use in Government and Board schools and colleges.

(ii) Copies of all text-books prescribed in other Provinces except those in languages not current in the Punjab.

(iii) Specimens of educational books in addition to those prescribed as text-books in Government and Board institutions, which are likely to be useful to students in general, and as text-books in European schools and Aided schools for natives.

(iv) Specimens of maps, diagrams and apparatus suitable for use in schools of all classes.

(*f*) To communicate with similar Committees in other Provinces and ascertain the work that they carry on.

3. The names and addresses and occupations of the governing body as at present constituted, to whom the management of the affairs of the Society is entrusted, are the following :—

I.—MEMBERS APPOINTED BY GOVERNMENT.

Name.	Occupation.	Place of Residence.
	President (Ex-officio.)	
1. Colonel W R. M. Holroyd, R.S C.	... Director, Public Instruction, Punjab	... Lahore.
	Other Members.	
2. Rev. C. W W. Forman, D.D.	... Missionary, American Presbyterian Mission	... Lahore.
3. Mr. T. C. Lewis, M.A.	... Principal, Government College,	Lahore.
4. Rev. J. C. R Ewing, D D.	... Principal, Mission College	... Lahore.
5. Mr. J. L. Kipling, C.I.E.	... Principal, Mayo School of Industrial Art	... Lahore.

Appendix N.

Punjab Text-Book Committee.

6. Bhái Gurmukh Singh	...	Alexandra Reader, Oriental College	... Lahore
7. Pandit Bhánú Datta	...	Sanskrit Teacher, Municipal Board School	... Lahore.
8. Dr. M. A. Stein	...	Registrar, Punjab University	... Lahore.
9. Díwán Nárindra Náth, M.A.	...	Assistant Commissioner	... Gurdáspur.
10. Mr. J. C. Oman	...	Professor of Natural Science, Government College	... Lahore.
11. Mr. W. Bell, M.A.	...	Professor, Government College	Lahore.
12. Mr. E. S. Robertson, M.A.	...	Professor, Government College	Lahore.
Ex-officio 13. The Principal	...	Central Training College	... Lahore.
Ex-officio 14. The Registrar	...	Education Department	... Lahore.

II.—MEMBERS APPOINTED BY THE SÉNATE OF THE UNIVERSITY.

1. Mr. J. Sime, M.A.	...	Tutor to the Mahárája of Patiála,	Patiála.
2. Bábú Chandra Náth Mittra	...	Asst. Registrar, Punjab University	... Lahore.
3. Dr. Rahím Khán, Khán Bahádúr	...	Honorary Surgeon, Lecturer, Medical College	... Lahore
4. Lálá Piyáre Lál	...	Inspector of Schools, Jullundur Circle	... Jullundur.
5. Faqír Saiyid Jamál-ud-dín	...	Honorary Magistrate	... Lahore
6. Sirdár Dharm Singh Soín	...	Assistant Engineer	... Mooltan.
7. Dr. Muhammad Husain Khán, Khán Bahádur.		Government Pensioner and Honorary Magistrate	... Lahore.
8. Dy. Nasír 'Alí Khán	...	Government Pensioner	... Lahore.
9. Pandit Gurú Parshád Mahámahopádhya.		Head Pandit and McLeod-Kashmír Sanskrít Reader, Oriental College	... Lahore.
10. Dr. W. P. Dickson	...	Superintendent, Central Jail	... Lahore.
11. Mr. T. W. Walker	...	Inspector-General of Registration, Superintendent of Stamps and Commissioner of Excise, Punjab	... Lahore.
12. Mahámahopádhya Sardár Sir Atar Singh, K C.I.E.	...	Raís, Bhadaur	... Ludhiána.
13. The Rev. S. S. Allnutt, M.A.	...	Principal, St. Stephen's College	Delhi.
14. Mr. C. J. Rodgers	...	Archæological Department, Punjab	... Amritsar.

III.—REPRESENTATIVES OF LOCAL BODIES.

(*To be appointed*)

Sd. (1) W. R. M. HOLROYD.
„ (2) T. C. LEWIS.
„ (3) J. CAMPBELL OMAN.
„ (4) GURMUKH SINGH.
„ (5) RAHIM KHAN.

4. A copy of the Rules of the Punjab Text-Book Committee, duly certified to be a true copy, is herewith annexed.

RULES.

The Committee.

1. The Committee shall consist of not less than ten members nominated by Government and an equal number nominated by the Punjab University, and may also include representatives elected by Local Bodies that contribute to the funds of the Association.

2. Those Local Bodies which shall contribute Rs. 100 per annum, or a lump sum of Rs. 2,000, to the funds of the Committee, shall be entitled to choose one of their own members to represent them on the Committee.

3. The Director of Public Instruction shall be *ex-officio* President of the Committee.

4. Every other member shall hold office for two years and shall be eligible for re-appointment.

5. Any member who may leave the Province for more than six months shall thereby vacate his appointment.

Vacancies of not more than six months' duration, that may occur amongst the members nominated by Government or the University, may be filled up by the Committee, if this is considered necessary.

6. The Committee shall appoint one of their number to act as Secretary.

7. The Punjab Text-Book Committee is hereinafter shortly called the *General Committee.*

Duties.

8. The General Committee shall have complete control over all funds and other property.

9. The General Committee shall appoint Sub-Committees, as hereinafter provided, and they shall also appoint the Secretary and any other necessary officers or servants, on such remuneration as they may deem fit, and shall have power to suspend and remove the same.

10. The control of the work of the Sub-Committees and of the Secretary and other officers that may be appointed shall vest in the General Committee.

11. The General Committee shall each year prepare a report of the work done during the year, and shall submit this report, through the Director of Public Instruction, to the Government and the University of the Punjab, and to the various Local Bodies that contribute to the funds of the Association.

Meetings of the General Committee.

12. In the absence of the Director of Public Instruction, who is *ex-officio* President, the members present at each meeting shall elect a Chairman. At every meeting the decision of the majority shall prevail, and in case of an equality of votes the Chairman shall have a casting vote.

13. The Committee shall meet once a month during the cold season.

14. The President may convene special meetings of the Committee whenever he thinks fit.

15. At meetings of the Committee five shall form a quorum.

16. A meeting of the Committee shall be held annually in April, at which the accounts for the current year shall be considered, the records inspected, and any other necessary business transacted.

17. The Secretary shall circulate to all members a notice of each meeting, at least 15 days before the date fixed for such meeting, and shall indicate the nature of the business to be brought before the members.

18. Opinions of absent members may be submitted in writing, but shall not count as votes unless such votes have been called for.

19. Questions affecting the constitution of the Association, and questions which the President may order to be so decided, shall be decided by a majority of the votes of the whole body of members of the Committee.

20. The proceedings of every meeting shall be recorded by the Secretary, who shall submit them to the Chairman for approval and signature, and shall then circulate them in printed form amongst the members.

Sub-Committees.

21. There shall be eight Sub-Committees, each of which shall deal with a particular branch of the work of the General Committee, as noted below :—

(*a*) English Language, Literature and Grammar.
(*b*) Mathematics, Natural Science and Technical Education.
(*c*) History and Geography.
(*d*) Urdú Language and Literature.
(*e*) Hindí and Sanskrit.
(*f*) Arabic and Persian.
(*g*) Gurmukhí.
(*h*) Libraries so schools and the Reference Library.

Appendix N.

Punjab Text-Book Committee

22. Every Sub-Committee shall consist of at east three members, resident in Lahore, in addition to the President, who shall be an *ex-officio* member of every Sub-Committee and of any non-resident members who may be appointed by the General Committee.

23. Every member of the General Committee shall be required to serve on one or more of the Sub-Committees to which he shall be nominated by the General Committee.

24. Any member appointed to fill a temporary vacancy under Rule 5 shall *ipso facto* become a member of the Sub-Committee to which the absent member belongs.

25. The President of the General Committee shall be *ex-officio* President of each Sub-Committee, and in his absence the members present at each meeting shall elect a Chairman.

26. Every question that comes before a Sub-Committee shall be decided by a majority of the votes of the members who are present at the meeting, the Chairman having a casting vote

27. The Secretary of the General Committee shall record and circulate the proceedings of each Sub-Committee.

28. The Sub-Committee shall be empowered to consider and report on books, &c., connected with their special branches. Books rejected by them shall be regarded as finally disposed of; in all other cases their decisions shall be laid before the General Committee for approval.

29. All questions of finance shall be dealt with by the General Committee, the Sub-Committees having power only to make suggestions.

30. Meetings of the Sub-Committees shall be convened by the Secretary as occasion may require, or as may be directed by the President or a majority of the resident members.

31. Of each Sub-Committee a quorum shall consist of two members, exclusive of the President.

32. The Sub-Committee shall have power to reject any book submitted to them, if (*a*) it is obviously unsuitable for any of the purposes of the General Committee; or (*b*), it is markedly inferior to any book on the same subject already in use.

33. Books not rejected shall be sent up to the General Committee after consultation with the non-resident members, with a report showing—

(*a*) The Sub-Committee's opinion of the book and the views recorded by non-resident members.

(*b*) The special object for which it is recommended for adoption.

(*c*) Particulars regarding publisher, author, cost, &c.

34. It shall be the duty of each Sub-Committee to submit proposals to the General Committee for the preparation of such new text-books as may be required, and the revision of those already in use when this seems desirable. In all such cases the non-resident members of the Sub-Committee shall be consulted, and their opinions shall be laid before the General Committee.

35. Publications may come before the Sub-Committees in the following ways:—

(*a*) They may be sent for opinion by the Director of Public Instruction to the Secretary, Text-Book Committee, who shall refer them to the particular Sub-Committee empowered to deal with the subject of which they treat.

(*b*) They may be submitted for patronage by authers or publishers to the Secretary, who shall deal with them as above.

(*c*) They may be referred by one Sub-Committee to another, more especially by the Library Sub-Committee to the Sub-Committees dealing with particular subjects or *vice versâ*. In the case of books recommended for school libraries, or for the library of reference, the above report (Rule 33) shall be submitted through the Library Sub-Committee, who shall record their opinion, stating whether the book, if approved, is to be added to the books already on the list, or substituted for one or more of such books.

36. Manuscripts may come before the Sub-Committees in the same way; and when the publication of a work is considered highly desirable, it shall be sent up to the General Committee, who shall, if they approve of the publication of the work, proceed as follows:—

(*a*) They shall arrange with the author either to publish it on his behalf, or to contribute towards the cost of publication.

(*b*) In either case they shall arrange that the seal of the Society shall be affixed to every copy of the work before publication.

(*c*) They shall charge a percentage (to be fixed specially for each book) on the sale of the work.

(*d*) They shall, in every case, arrange that the book is printed in a creditable manner, that it may fulfil the purposes for which it is intended.

37. It shall be the special duty of the Library Sub-Committee—

(*a*) To revise, from time to time, the list of books suitable for schools of different classes, in accordance with the orders passed by the General Committee.

(*b*) To keep itself informed with regard to new publications, including text-books, books of reference, maps, charts, &c., which seem likely to be useful for the purposes of the Committee, and (if considered advisable) to procure specimen copies after obtaining the sanction of the General Committee, and to refer such copies to the Sub-Committees empowered to deal with the subject of which they treat.

(*c*) To maintain a Text-Book Library and Museum of Reference, as required by Article 2 of the Memo. of Association, clause (*e*).

38. It shall be the duty of each Sub-Committee to forward to the Library Sub-Committee.

(*a*) The names of any books of which they consider that vernacular translations are desirable.

(*b*) Suggestions as to the preparation of new books in Oriental languages, other than text-books, with an indication of their nature and scope.

These lists should be consolidated by the Library Sub-Committee and submitted to the General Committee, together with their own recommendations, in the beginning of December and April each year, with a view to their circulation after final approval, as required by Article 2 (*d*) (*iii*) of the Memo. of Association.

Accounts.

39. The revenue of the Committee shall consist of—

(*a*) Profits on the sales of all books, maps, &c., repared under the orders of the Committee, and of educational works of which the copy-right belongs to Governme nt.

(*b*) Subscriptions and donations which may be—

(*i*) for the general purposes of the Society;

(*ii*) for the promotion of literature in any specified language;

(*iii*) for the preparation of any specified work of importance that would, in the Committee's opinion, advance the objects of the Society.

40. The funds of the Committee shall be lodged in the Bank of Bengal, Lahore, and shall stand in the name of the Secretary.

41. All sums received by the Secretary shall be paid by him into the Bank and shall not be used to meet current expenditure.

42. No payments, other than those necessary to meet the ordinary monthly expenditure, shall be made without the special sanction of the Committee.

43. An annual balance sheet shall be prepared by the Secretary

44. The following books of accounts shall be maintained:—

(*a*) Cash Book.
(*b*) Register of Receipts.
(*c*) Register of Expenditure.
(*d*) Bank Pass Book.
(*e*) Receipt Book.

Appendix N.

Punjab Text-Book Committee.

Besides these, the following forms shall be maintained :—

(*a*) File of Cheques.

(*b*) Statement of Receipts and Expenditure.

(*c*) Balance sheet.

45. The Secretary shall keep vouchers for all payments made.

The Secretary.

46. The Secretary shall be appointed by the General Committee from amongst its own members. He shall be appointed for two years, but may, from time to time, be re-appointed. If he leaves Lahore for a period exceeding six months, it shall rest with the General Committee to determine whether the post is to be considered vacant or not; and they shall proceed to appoint a new Secretary or a *locum tenens* accordingly. If the Secretary leave Lahore for a period of less than six months, the General Committee shall appoint a member to officiate.

47. It shall be competent to the General Committee, at their discretion, to grant leave of absence for short periods to the Secretary or other officers, when such leave can be granted without inconvenience or extra expense.

48. The Secretary shall, for the present, be paid at the rate of Rs. 100 per mensem.

49. The Secretary shall be the custodian of the Records, Library and such other property as the Committee shall commit to his charge.

50. All meetings of the General Committee and Sub-Committee shall be convened through the Secretary.

51. The Secretary shall be present at every meeting of the General Committee and Sub-Committees, and he shall keep a record of the proceedings of such meetings. If he is unable to be present at any meeting, he shall arrange that the proceedings be recorded by some other person.

52. The Secretary shall be the chief executive officer of the Association, and shall—

(*a*) Carry out all orders issued by the General Committee.

(*b*) Act under the instructions of the Sub-Committees in all matters within their cognizance.

(*c*) Receive and answer all correspondence.

(*d*) Sign cheques and receipts, and issue all notices and proceedings.

Sd.' (1) ERIC ROBERTSON.
„ (2) J. C. R. EWING.
„ (3) M. A. STEIN.
„ (4) W. P. DICKSON.
„ (5) RAM KISHAN.
„ (6) KHAN BAHADUR MUHAMMAD HUSAIN KHAN, L.M.S.
„ (7) CHANDRA NATH MITTRA.

(APPENDIX III.)

LIST OF BOOKS CONSIDERED AND APPROVED.

No.	Name of Book and Author.	Remarks.
	English Language and Literature.	
1	Good House-Mother, by Mrs. Steel, in 2 Parts	Has been translated and is being printed under the auspices of the Committee.
2	High School Reader, by Eric S. Robertson, Esq., M.A.	Approved under certain conditions.
3	Third English Reader for Middle Schools, by W. Bell, Esq., M.A	Prescribed for the 3rd Middle class in place of Lethbridge's *Moral Reader* and Horace Bell's *Laws of Wealth*.
4	Moral Reader for High Schools, by J. Sime, Esq., M.A.	A provisional edition printed off.
	Urdú.	
5	*Guldasta-i-Tahzíb*, by M. Shankar Dás Varmá, of Rámnagar.	Considerably improved as regards style and matter under instructions from the Committee, and accepted under certain conditions as one of the text-books for the Middle Standard examination for Native girls, and also as a reading book in Urdú in the 5th Primary class of boys' schools, pending the publication of the departmental Readers
	Mathematics, Science and Technical Education.	
6	A Primer of Commercial and Economic Education, by "A Banker."	Recommended as a text-book for the Clerical and Commercial examination of the Punjab University.
7	Book-Keeping, by J. D. Maclean.	Ditto.
8	Key to ditto	Ditto for teachers.
9	Commercial Education and Book-Keeping for India, by C. J. Michôd.	Pages 7 to 13 recommended for the Clerical and Commercial examination of the Punjab University.
10	Supplement to ditto	Recommended as likely to be useful to teachers.
11	Elementary Commercial Geography, by Mill.	Recommended as text-books for the Clerical and Commercial examination of the Punjab University.
12	Commercial Arithmetic, by Adam.	
13	Series of Drawings prepared by the Mayo School of Industrial Art, Lahore.	Approved.
	History and Geography.	
14	District Geography of Jhelum.	Finally revised and ordered to be printed off.
15	" Ditto ditto Muzaffargarh.	
16	Ditto ditto Jhang.	
17	Ditto ditto Hoshiárpur.	
18	Ditto ditto Mooltan, by Lálá Fath Chand.	Accepted after a complete and satisfactory revision.
19	District Geography of Kángra, by M. Labhá Rám.	Purchased from the author for Rs. 25.
20	District Geography of Rohtak, by Bábú Har Nath Sahni.	The M. S. purchased from the author for Rs 30.
21	Wall Map of India in Hindí, by Bábú Devandra Náth Dhar.	Prescribed in the Scheme of Studies for Hindí schools both for boys and girls.

APPENDIX III—*concluded.*

No.	Name of Book and Author.	Remarks.
	HINDI AND SANSKRIT.	
22	Standard Sanskrit-English Dictionary, by L. R. Vaidya.	Recommended for all High School Libraries.
23	Vaiyakarn Ratna, by Pandit Mohan Lál ...	Recommended as an alternate text-book with Laghu Vyákaran.
24	*Istrianushasan*, by Lálá Bishan Lál	Recommended to be placed on the provisional list of books for the Libraries of Hindí girls' schools now under preparation.
	GURMUKHI.	
25	Bhái Sardúl Singh's Translation of the District Geography of Amritsar	The translator having agreed to accept Rs. 25 for the translation, the Committee had it revised and prepared for the Press.
26	Bhái Nand Lál's Zindagí Náma, translated by Bhái Naráin Singh.	Recommended to be placed on the list of books for Libraries of Gurmukhí schools (girls).

(APPENDIX IV).

Text-Books, &c., completed, or in course of preparation, under the direction of the Committee.

No.	Name of Book.	Remarks.
1	*Moral Reader for High Schools*, by J. Sime, Esq., M. A.	The printing of a provisional edition nearly complete.
2	*High School Reader*, by E. S. Robertson, Esq., M. A.	In the press.
3	*Third Reader for Middle Schools*, by W. Bell, Esq., M. A.	Already prescribed in the Scheme of Studies.
4	*The Good House-Mother*, by Mrs. Steel.	Translation completed and approved Now in press.
5	*Hindí Course for Normal Schools*, compiled by Lálá Jíyá Rám, M.A.	Approved. Now in press.
6	*Gurmukhí Course for Normal Schools*, by Pandit Bháná Datta.	Nearly ready.
7	*Páshto Course for Normal Schools*, by Qází Mír Ahmad.	Ready.
8	*Text-Book of Mensuration for Middle Schools.*	In course of preparation.
9	*Scheme of Transliteration for Technical Terms.*	Under consideration.
10	*Scheme of Studies for Clerical and Commercial Examination.*	Approved.
11	*Scheme of Technical Instruction for Railway Schools.*	In course of preparation.
12	Improved set of Hindí copy-slips	In preparation.
13	Improved edition of *Mashq-i-Nastaliq* ...	Under consideration.
14	Revision of the following *District Geographies*: (1) Jhelum. (2) Muzaffargarh. (3) Jhang. (4) Hoshiárpur (5) Mooltan (6) Kángra. (7) Rohtak.	
15	*Panjábí Dictionary* ...	This work is progressing very slowly.
16	Preparation of *Courses of Physical Training*:	
	(*a*) Course for Primary schools.	Ready for press.
	(*b*) „ „ Middle schools.	Do.
	(*c*) „ „ High schools.	In preparation.
	(*d*) „ „ Normal schools, &c.	Do.

Appendix N.

Punjab. Text-Book Committee.

(APPENDIX V.)

Additions to Library of Reference and Museum.

1.—*Donations.*

Messrs. Macmillan & Co., Publishers, presented the Committee with a complete set of the *English Men of Letters* Series, and 20 volumes of the *Nature* Series. Parcels of books, presented to the Committee, have also been received from the following publishers: Messrs. Cassell and Co., Dean and Co., Swan, Sonnenschein and Co., W. and A. Chambers, Nelson and Co., Ward, Locke and Co., Isaac Pitman and Co., W. Isbister and Co., Longmans, Green and Co., T. Fisher Unwin, Crosby, Lockwood and Son, etc.

Messrs. Trübner and Co. have just promised books to the value of over £45 sterling.

2.—*From other sources.*

The more important additions were—

1. *International Scientific Series*—complete set.
2. *Text-books of Science* (Longmans)—over twenty volumes.
3. *Physical Education, Gymnastics and Hygiene*—31 volumes.
4. *Bombay Sanskrit Series.*
5. *Nágpur Hindí Series.*
6. *Kindergarten and General Education*—about 40 volumes.
7. *Commercial Education*—about 20 volumes
8. *History and Geography*—a large number of specimen text-books.
9. *Maps and Charts.* A large number of specimens received from Messrs. W. and A. K. Johnston at half price.
10. *Educational Blue-books*—over 300 in number, received through the Director of Public Instruction, Punjab.
11. *Moral Education, etc.*—over 80 books.
12. *Technical Education*—12 books.
13. *Mathematics*—specimens received from publishers and authors
14. *Books of Reference*; there are now over 100 of such books in the library.
15. *Science*—various volumes of the following series: Longmans' *Elementary Science Manuals, London Science, Class-Books*, Macmillan's *School Class-Books*, Macmillan's *Manuals for Students.*
16. *English Literature and Language*—a large number of specimens.
17. Set of books as prescribed for *High School Libraries*: nearly complete, both English and Vernacular.
18. Sonnenschein's *Apparatus for Teaching Arithmetic.*
19. Messrs. W. and A. K. Johnston's Map Stand, Map Case, Diagrams of the Seasons, Clock Face, Compass, Diagram of Colours, Time Chart of the World, etc.
20. Nelson's Arithmetical Drill Sheets.
21. A Model Ball Frame.
22. Model Calisthenic Rings, etc.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1889-90.

(For Details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.			
				University Education.		*School Education, General.*		*School Education, Special.*						
Total area in square miles.	Number of Towns* and Villages.	Population.†		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.	Grand Total.	Percentage of
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,632	Towns 238	Males 10,210,053	Institutions. For Males	7	1	250	1,677	5	8	1,948	944	6,453	9,345	Institutions to number of towns and villages. 27·22
	Villages 34,086	Females 8,640,384	Institutions. For Females	...	...	24	299	...	...	323	...	806	1,129	Institutions to number of towns and villages. 3·29
	Total 34,324	Total 18,850,437	Institutions. Total ...	7	1	274	1,976	5	8	2,271	944	7,259	10,474	30·51
			Scholars. Males ...	439	102	44,512	84,738	316	783	130,890	12,595	93,986	237,471	Male scholars to male population of school-going age.‡ 15·30
			Scholars. Females ...	...	4	1,437	8,555	...	15	10,011	...	9,693	19,704	Female scholars to female population of school-going age.‡ 1·52
			Scholars. Total ...	439	106	45,949	93,293	316	798	140,901	12,595	103,679	257,175	9·09

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department; and the foot-notes should specify what addition or deduction is made in this respect.

‡ The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1889-90.

(For Details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.*							Total Indirect Expenditure on Public Instruction.*								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus	Miscellaneous.	Total.	
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* ... For Males	1,26,360	57,849	7,39,900	3,72,500	51,204	70,944	14,18,757	60,912	46,252	1,51,070	1,34,987	2,50,528	48,830	1,59,490	8,52,069	24,32,855
For Females	...	...	95,331	66,698	...	...	1,62,029									
Total ...	1,26,360	57,849	8,35,231	4,39,198	51,204	70,944	15,80,786	60,912	46,252	1,51,070	1,34,987	2,50,528	48,830	1,59,490	8,52,069	24,32,855
2. (a) Percentages† of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	5·19	2·38	34·33	18·05	2·10	2·92	64·97	2·50	1·90	6·21	5·55	10·30	2·01	6·56	35·03	100
(b) Percentages† of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·05	...	16·00	51·95	·01	·01	68·02	·25	...	3·04	9·00	11·95	1·88	5·86	31·98	100
(c) Percentages† of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	1·81	...	62·54	17·43	·11	·71	82·60	·06	...	·51	4·67	7·13	1·73	3·30	17·40	100
(d) Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	5·19	2·38	34·33	18·05	2·10	2·92	64·97	2·50	1·90	6·21	5·55	10·30	2·01	6·56	35·03	100

3. [Average Annual Cost‡ of educating each Pupil in		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues ...	463 9 2	500 1 10	10 8 3	12 1 6	165 15 5	72 11 4	77 5 4
	Cost to Local and Municipal Funds.	...	...	0 14 7	...	1 5 11	0 1 0	0 9 8
	Total Cost ...	523 13 4	511 15 0	34 9 3	14 13 7	167 5 4	111 11 8	99 14 8
Local Fund Schools. §	Cost to Provincial Revenues ...	...	...	0 0 2	0 0 2	...	...	0 0 2
	Cost to Local Funds ...	...	...	4 14 11	3 13 6	...	...	3 15 8
	Total Cost ...	...	...	6 14 10	4 3 8	...	...	4 9 1
Municipal Schools. §	Cost to Provincial Revenues ...	...	...	0 3 4	0 3 2	...	...	0 3 3
	Cost to Municipal Funds ...	292 1 2	...	7 15 5	4 5 2	...	20 15 4	6 14 2
	Total Cost ...	339 14 10	...	15 1 5	6 2 0	...	20 15 4	12 3 4
Aided Institutions.	Cost to Provincial Revenues ...	60 7 5	...	11 1 0	2 5 6	...	32 14 1	8 2 11
	Cost to Local and Municipal Funds	7 6 2	...	1 0 5	0 10 2	...	4 2 9	0 15 5
	Total Cost ...	247 15 7	...	32 7 8	8 13 7	...	157 7 5	26 0 7
Unaided Institutions ... Total Cost ...		111 11 7	...	26 10 8	5 4 8	...	9 0 4	23 0 8
All Institutions.	Cost to Provincial Revenues ...	150 14 9	500 1 10	2 12 3	0 4 5	165 15 5	52 13 1	2 10 5
	Cost to Local and Municipal Funds.	14 8 0	...	6 1 7	3 10 11	1 5 11	2 14 11	4 8 3
	Total Cost ...	305 3 6	511 15 0	18 1 2	4 14 7	167 5 4	90 7 10	11 8 3

* Fractions of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

† The percen tages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 27, 28, 29, respectively, of General Table IV.

‡ The annual cost is calculated on the *Direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by he average number on the rolls monthly during the year.

§ The average cost of each pupil in Local Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. English	1	115	101	92	1	17	14	14	3	188	179	158	1	38	40	34
Oriental	..	...	...	...	...	...	..	...	1	81	80	68	..	.	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—																
Medicine	1	106	113	105	...	..	...	...	...	...	...	...	...	...	...	...
Total	2	221	214	197	1	17	14	14	4	269	259	226	1	38	40	34
School Education, General. — SECONDARY SCHOOLS. For Boys. High Schools	4	1,040	1,033	864	15	4,972	5,269	4,473	22	6,089	6,347	5,213	4	1,177	1,130	941
Middle Schools English	..	...	...	...	53	10,482	10,698	8,721	18	2,600	2,568	2,085	10	682	669	562
Middle Schools Vernacular	...	...	...	..	124	17,431	17,116	14,433	..	...	...	...	.	...	...	...
For Girls. High Schools	2	280	284	254	...	...	...	...	3	167	164	146	..	...	...	...
Middle Schools English	..	...	...	...	.	...	...	...	13	677	634	551	2	51	36	28
Middle Schools Vernacular	...	...	...	...	2	80	92	73	1	170	126	103	1	30	44	25
Total	6	1,326	1,317	1,118	194	32,974	33,175	27,702	57	9,703	9,839	8,098	17	1,940	1,879	1,550
Primary Schools— For Boys	4	349	358	295	1,598	79,691	76,060	62,425	68	4,249	4,070	3,324	7	474	430	335
Primary Schools— For Girls	...	...	...	...	176	5,314	5,147	3,890	120	3,117	3,275	2,474	3	99	81	75
Total	4	349	358	295	1,774	85,005	81,207	66,315	188	7,366	7,345	5,798	10	573	511	410
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. Training Schools for Masters.	5	316	306	291	...	...	...	...		...	...	...		...	...	...
Schools of Art	1	98	96	86	...	..	...	..	..	..	..	..	...	..	..	...
Law Schools	.	...	..	...	...	...	...	...	1	54	41	32		...	...	...
Medical Schools	1	194	199	189	..	...	.	...	.	...	..	...		...	..	...
Industrial Schools	1	161	166	124	1	113	100	58	.	...	...	...	2	88	92	77
Other Schools	1	99	96	88	...	...	...	.		...	...	...		..	...	...
Total	9	859	857	778	1	113	100	58	1	54	41	32	2	88	92	77
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	21	2,755	2,746	2,388	1,970	118,109	114,490	94,089	250	17,393	17,484	14,154	30	2,645	2,522	2,089

PRIVATE INSTITUTIONS	1. *Advanced Teaching*— (*a*). Arabic or Persian ... ... (*b*). Sanskrit		
	2. *Elementary Teaching a Vernacular only or mainly*	For Boys	...
		,, Girls	...
	3. *Do. do. the Qurán*	For Boys	...
		,, Girls	...
	4. *Other Schools not conforming to Departmental Standard*	For Boys	...
		,, Girls	...
	TOTAL		
	GRAND TOTAL		

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1889-90.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools	Number of Boys in Girls' Schools.	Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
6	358	358	328	27	..	8	257	92	1			
1	81	54	81	22	...		31	50			..	
1	106	106			5	13	73	15		4		
8	545	518	409	49	5	21	361	157	1	4		
45	13,278	9,838	11,616	12,584	528	260	7,846	4,629	15			
81	13,764	7,368	7,152	13,580	216	154	9,045	4,301	48	18		
124	17,431	..	7,044	17,431		6	11,443	5,978	4			
5	453	453	95	93	313	136			4			
15	728	613	110	195	558	166	1		3		57	
4	295	10	59	295			221	74	..	..	.	
274	45,949	18,282	26,076	44,178	1,615	722	28,556	14,982	74	18	57	
1,677	84,763	1,328	12,901	84,658	119	103	48,687	35,710	144	40		
299	8,530	84	273	8,450	80	24	4,825	3,599	2	..	15	
1,976	93,293	1,412	12,074	93,108	199	127	53,512	39,309	146	40	15	
5	316	45	213	313		1	205	110	.			
1	(a) 98			98		2	48	48		..		
1	54	44		10	...	..	46	8				
1	104			104		7	114	75	.	15		
4	(b) 362	36		225		1	125	232	4		.	
1	(c) 90			90		.	25	65		.		
13	1,114	125	213	930		11	563	536	4	15	...	
2,271	140,901	20,337	39,372	138,265	1,819	881	82,902	54,984	225	77	72	
296	10,541		9,526	929			674	9,821	46	..		
148	2,054		1,872	229	...		2,053	1				
1,676	31,932	5	1,138	30,160		338	22,949	8,480	165	4		
82	1,205		134	1,193			773	112	20		18	
4,695	58,154		45,354	1,046		2	1,041	57,002	109	739		
735	7,473		6,437	2			50	7,423			449	
172	4,171	48	243	4,027	30	1,190	989	1,482	483	11	.	
9	744	52	1	692	52	18	401	189	84		16	
8,203	116,274	105	64,70	38,288	82	1,548	28,927	84,809	908	754	483	
10,474	257,175	20,442	104,07	176,553	1,901	2,429	111,919	139,793	1,133	831	555	

(a) Eight learning engineering, drawing, estimating and surveying; 46 architectural and constructive drawing with carpentry and wood-carving; 39 decorative design, lithography, pen-drawing, light and shade and elements of colour; 5 modelling in clay and moulding; 90 geometry, perspective and elementary free-hand drawing

(b) One hundred and seventeen learning drawing; 124 carpentry; 21 blacksmith's work; 15 goldsmith's work; 33 printing; 7 carpet weaving; 5 dari weaving; 3 needlework; 5 lungi making; 1 saddlery; 30 gold and silver wire-drawing; 30 embroidery; 30 brass founding

(c) All learning Veterinary Surgery and Medicine; Veterinary Anatomy, and Physiology and Materia Medica.

* The Quráh, Shástras or other religious books by rote.

EDUCATION—GENERAL TABLE III (A).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB FOR (EUROPEANS) FOR THE OFFICIAL YEAR 1889-90.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.			Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																		
	Managed by Government.				Aided by Government or by Local Fund or Municipal Boards.				Unaided.														
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools ...	2	339	312	275	2	179	161	161	...	...	...	...	4	518	518	120	281	518	...	...	...	...	
For Boys. — Middle Schools— English ...	...	...	...	...	4	181	159	130	1	25	18	18	5	206	199	17	59	204	...	2	18	...	
For Girls. — High Schools ...	2	286	284	254	1	28	27	25	...	...	...	...	3	314	314	15	25	312	2	...	...	...	
For Girls. — Middle Schools— English ...	...	...	...	...	10	507	459	394	2	51	36	28	12	558	558	70	25	558	...	...	..	57	
Total ...	4	625	596	529	17	895	826	710	3	76	54	46	24	1,596	1,589	222	390	1,592	2	2	18	57	
PRIMARY SCHOOLS. — For Boys	...	...	...	...	3	99	78	57	1	20	19	11	4	119	119	...	14	119	...	...	40	..	
„ Girls	...	...	...	...	3	80	51	35	...	..	...	..	3	80	80	...	...	80	..	...	...	15	
Total ...	...	...	...	...	6	179	129	92	1	20	19	11	7	199	199	...	14	199	...	..	40	15	
TOTAL OF SCHOOLS OF PUBLIC INSTRUCTION	4	625	596	529	23	1,074	955	802	4	96	73	57	31	1,795	1,788	222	404	1,791	2	2	58	72	
PRIVATE INSTITUTIONS ... Schools not conforming to Departmental Standard .. .. For Boys ...													4	30	30	...	...	30	...	...	11	...	
„ Girls ...													4	52	52	...	...	52	...	...	...	16	
TOTAL													8	82	82	...	...	82	...	...	11	16	
GRAND TOTAL													39	1,877	1,870	222	404	1,873	2	2	69	88	

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1889-90.

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. ARTS COLLEGES— English	1	115	101	92	1	17	14	14	3	188	179	158	1	38	40	34
Oriental	...	..	...	...	...	.	.	.	1	81	80	68	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—																
Medicine	1	106	113	105	...	...	..		...		...	..		...	...	...
Total ...	2	221	214	197	1	17	14	14	4	269	259	226	1	38	40	34
School Education, General. SECONDARY SCHOOLS— For Boys. High Schools	2	701	721	589	15	4,972	5,269	4,473	20	5,910	6,166	5,052	4	1,177	1,130	941
Middle Schools English ..	.	...	..	...	53	10,482	10,698	8,721	14	2,419	2,409	1,955	9	657	651	544
Vernacular	...	...	...	...	124	17,431	17,116	14,433	.	..	...	...		...	...	..
For Girls. High Schools	..	..	...	...	...	...	..	..	2	139	137	121	.	...	...	...
Middle Schools English ...	..	...	...	...	...	.	.	.	3	170	175	157	..	..	..	...
Vernacular	..	...	...	...	2	80	92	75	1	170	126	103	1	36	44	28
Total ...	2	701	721	589	194	32,974	33,175	27,702	40	8,808	9,013	7,388	14	1,870	1,825	1,518
Primary Schools For Boys ...	4	349	358	295	1,598	79,691	76,060	62,425	65	4,150	3,992	3,267	6	454	411	324
For Girls ...	..	...	...	..	176	5,314	5,147	3,890	117	3,037	3,224	2,439	3	99	81	75
Total ...	4	349	358	295	1,774	85,005	81,207	66,315	182	7,187	7,216	5,706	9	553	492	399
School Education, Special. SCHOOLS FOR SPECIAL INSTRUCTION— Training Schools for Masters.	5	316	306	291	...	...	..	...	.	...	..	..	...	...	..	...
Schools of Art	1	98	96	86	..	...	...	..		...	..	...	...	...	...	...
Law Schools .	..	...	.	...	..	..	.	...	1	54	41	32	...	...	...	..
Medical Schools. .	1	194	199	189	...	...	...	...		..		..	..	...	...	...
Industrial Schools	1	161	166	124	1	113	100	58	..	...	...	...	2	88	92	77
Other Schools ...	1	90	90	88	...	...	...	...		...	...	...		.	...	...
Total ...	9	859	857	778	1	113	100	58	1	54	41	32	2	88	92	77
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	17	2,130	2,150	1,859	1,970	118,109	114,496	94,089	227	16,318	16,529	13,352	26	2,549	2,449	2,023

PRIVATE INSTITUTIONS		
1. *Advanced Teaching*— (*a*) Arabic or Persian		
(*b*) Sanskrit		
2. *Elementary Teaching a Vernacular only or mainly*	For Boys ..	
	,, Girls ..	
3. *Do. do. the Quran*	For Boys ..	
	,, Girls ..	
4. *Other Schools not conforming to Departmental Standard*	For Boys ..	
	,, Girls ..	
TOTAL ...		
GRAND TOTAL ...		

RAL TABLE III (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1889-90.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks
		English.	A classical language.	A vernacular language.	Europeans and Eurasians	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	23	23	24	25	26	27	28	29	30
6	358	358	328	27		8	257	92	1			
1	81	54	81	22			31	50	..			
1	106	106		...	5	13	73	15		4		
8	545	518	409	49	5	21	361	157	1	4		
41	12,760	9,320	11,496	12,303	10	260	7,846	4,629	15	..	...	
76	13,558	7,169	7,135	13,521	12	154	9,045	4,301	46	...	.	
124	17,431		7,044	17,431	.	6	11,443	5,978	4			
2	139	139	80	68	1	134	..		4	.	...	
3	170	55	40	170		166	1	...	3	.	...	
4	295	10	59	295		...	221	74	..		..	
250	44,353	16,603	25,854	43,788	23	720	28,556	14,982	72		.	
1,073	84,644	1,209	12,401	84,644		103	48,687	35,710	144		.	
296	8,450	4	273	8,450		24	4,825	3,599	2	. .		
1,969	93,094	1,213	12,674	93,094		127	53,512	39,309	146		.	(a) Eight learning engineering, drawing, estimating and surveying; 46 architectural and constructive drawing with carpentry and wood-carving; 39 decorative design, lithography, pen-drawing, light and shade and elements of colour; 5 modelling in clay and moulding; 90 geometry, perspective and elementary free hand-drawing.
5	316	45	213	313	...	1	205	110				
1	(a) 99	...	..	98		.. 2	... 48	48	.		•	
1	54	44	..	10			46	8	...	...		
1	194			194		7	114	73	..	15	...	(b) One hundred and seventeen learning drawing; 124 carpentry; 21 blacksmith's work; 15 goldsmith's work; 33 printing; 7 carpet weaving; 5 dari weaving; 3 needle-work; 5 lungi making; 1 saddlery; 30 gold and silver wire drawing; 30 embroidery; 30 brass founding.
4	(b) 302	36	.	225		1	125	232	4			
1	(c) 90	...	.	90			25	65				(c) All learning Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica.
13	1,114	125	213	930		11	503	530	4	15		
2,240	139,106	18,549	39,150	137,861	28	879	82,992	54,984	223	19		
796	10,541		9,526	929			674	9,821	46			
146	2,054		1,872	259			2,053	...	1			
1,676	31,932	5	1,138	30,160		338	23,949	8,480	165	4	.	
82	1,205		134	1,193			773	412	20		18	
2,305	58,154		45,354	1,046		2	1,041	57,002	109	789		
716	7,473		6,437	2			50	7,423			449	* The Qurán, pánstras or other religious books by rote.
168	4,141	18	243	4,027		1,190	986	1,482	483	..		
5	692		1	692		18	401	189	84	.	.	
											•	
8,195	114,192	23	64,705	38,288		1,548	28,927	84,809	908	743	467	
10,435	255,297	18,572	103,855	176,149	28	2,427	111,919	139,793	1,131	762	467	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	46,821	...	..	6,086	...	...	52,907
University Education. — Oriental	...	...	...	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	56,513	...	...	1,336	...	...	57,849
Total ...	1,03,334	...	...	7,422	...	...	1,10,756
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	8,857	...	1,200	5,591	120	* 19,390	35,158
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	..	...
School Education, General. — For Girls — High Schools	4,992	...	...	274	...	† 5,115	10,381
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...	...	...
Total ...	13,849	...	1,200	5,865	120	24,505	45,539
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,330	...	...	986	...	...	5,316
School Education, General. — For Girls	...	...	...	..	...	...	...
Total ...	4,330	...	...	986	..	..	5,316
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters ...	50,785	59	360	...	...	..	51,204
School Education, Special. — Schools of Art	14,759	6	12	45	...	170	15,202
School Education, Special. — Law Schools	...	...	...	...	...	..	...
School Education, Special. — Medical Schools	10,866	5	10	...	...	410	11,291
School Education, Special. — Industrial Schools	2,225	...	...	...	...	...	2,225
School Education, Special. — Other Schools	12,212	...	...	...	...	† 20,542	32,754
Total ...	90,847	70	382	45	...	21,422	1,12,766
Buildings	20,786	...	...	...	1,359	...	22,145
Furniture and Apparatus (Special Grants only)	11,366	...	218	...	134	‡ 6,942	18,660
Total ...	32,152	...	218	...	1,493	6,942	40,805
University	...	...	...	...	...	...	...
Direction	...	..	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	..
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,44,512	70	1,800	14,318	1,613	52,86)	3,15,182

* Includes Rs. 14,177 from
† Imperial
‡ Rs. 884

RAL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1889-90.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by Local Fund and Municipal Boards.							*Aided by Government or by Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	4,089	670	...	...	4,759	9,000	...	1,300	8,192	12,133	14,911	45,536
...	...	...	...	...	...	...	6,660	287	326	412	...	11,004	18,689
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,089	670	...	...	4,759	15,660	287	1,626	8,604	12,133	25,915	64,225
840	3,727	93,534	56,313	606	278	1,55,298	60,888	375	7,505	89,207	9,391	36,458	2,03,824
1,920	18,335	67,928	57,314	988	1,126	1,47,611	12,618	...	1,782	13,358	6,565	7,399	41,722
...	61,759	20,846	27,208	636	6	1,10,455	...	...	...	...	...	...	...
...	...	...	...	...	...	...	5,753	...	...	3,387	23	12,726	21,889
...	...	...	...	...	...	...	20,317	...	...	12,534	3,084	6,408	42,343
2,217	284	4,001	...	164	...	6,666	9,290	...	450	37	...	...	9,777
4,977	84,105	1,86,309	1,40,835	2,394	1,410	4,20,030	1,08,866	375	9,737	1,18,523	19,063	62,991	3,19,555
...	2,61,121	34,730	36,343	400	1,261	3,38,855	6,304	180	1,261	6,901	4,142	12,199	30,987
3,115	11,760	16,944	...	465	30	32,314	10,892	1,171	2,058	991	5,509	13,402	34,023
3,115	2,72,881	51,674	36,343	865	1,291	3,66,169	17,196	1,351	3,319	7,892	9,651	25,601	65,010
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	1,348	58	113	2,229	...	2,708	6,456
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2,096	...	...	...	2,096	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	2,096	...	...	...	2,096	1,348	58	113	2,229	...	2,708	6,456
1,240	62,561	22,028	...	1,586	...	87,415	47,989	500	451	...	87,990	4,038	1,40,968
...	9,900	5,224	...	1,040	129	16,293	1,665	1	3	...	2,041	7,469	11,179
1,240	72,461	27,252	...	2,626	129	1,03,708	49,654	501	454	...	90,031	11,507	1,52,147
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
9,332	4,29,447	2,71,420	1,77,848	5,885	2,830	8,96,762	1,92,724	2,572	15,249	1,37,248	1,30,878	1,28,722	6,07,393

Imperial Revenues.
Revenues.
from Imperial Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*			
	UNDER PRIVATE MANAGEMENT—*concluded.*			
	Unaided.			
	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.
University Education. — English	854	1,000	2,615	4,469
University Education. — Oriental	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	...	...	...	...
Total	854	1,000	2,615	4,469
SECONDARY SCHOOLS.				
School Education, General. — For Boys — High Schools	9,101	2,723	14,425	26,249
School Education, General. — For Boys — Middle Schools — English	4,461	3,323	11,799	19,583
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...
School Education, General. — For Girls — High Schools	...	...	..	...
School Education, General. — For Girls — Middle Schools — English	3,204	...	446	3,650
School Education, General. — For Girls — Middle Schools — Vernacular	...	385	240	625
Total	16,766	6,431	26,910	50,107
PRIMARY SCHOOLS.				
School Education, General. — For Boys	584	865	893	2,342
School Education, General. — For Girls	...	361	..	361
Total	584	1,226	893	2,703
SCHOOLS FOR SPECIAL INSTRUCTION.				
School Education, Special. — Training Schools for Masters	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...
School Education, Special. — Law Schools	...	...	..	...
School Education, Special. — Medical Schools	...	...	...	...
School Education, Special. — Industrial Schools	...	830	...	830
School Education, Special. — Other Schools	...	...	..	...
Total	...	830	...	830
Buildings	...	...	...	...
Furniture and Apparatus (Special Grants only)	...	1,300	1,398	2,698
Total	...	1,300	1,398	2,698
University	...	..	...	...
Direction	...	...	...	..
Inspection	...	...	...	..
Scholarships held in — Arts Colleges	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...
Miscellaneous	...	...	...	...
Total	..	..	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	18,204	10,787	31,816	60,807

RAL TABLE IV.—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1889-90.

Total Expenditure from					Grand Total.	Remarks.
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.		
27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
55,821	...	5,389	15,802	30,659	1,07,671	
6,660	287	326	412	11,004	18,689	
56,513	...	...	1,336	...	57,849	
1,18,994	287	5,715	17,550	41,663	1,84,209	
70,585	4,102	1,02,239	1,60,212	83,391	4,20,529	
14,538	18,335	69,710	75,133	31,200	2,08,916	
...	61,759	20,846	27,208	642	1,10,455	
10,745	...	...	3,661	17,864	32,270	
20,317	...	...	15,738	9,938	45,993	
11,507	284	4,451	37	789	17,068	
1,27,692	84,480	1,97,246	2,81,989	1,43,824	8,35,231	
10,634	2,61,301	35,991	44,814	19,760	3,72,500	
14,007	12,931	19,002	991	19,767	66,698	
24,641	2,74,232	54,993	45,805	39,527	4,39,198	
50,785	59	360	...	...	51,204	
14,759	6	12	45	470	15,292	
1,348	58	113	2,229	2,708	6,456	
10,866	5	10	...	410	11,291	
2,225	...	2,096	...	830	5,151	
12,212	...	...	...	(*a*) 20,542	32,754	(*a*) Imperial Revenues.
92,195	128	2,591	2,274	24,960	1,22,148	
70,015	63,061	22,479	...	94,973	2,50,528	
13,031	9,901	5,445	...	20,453	48,830	
83,046	72,962	27,924	...	1,15,426	2,99,358	
17,491	1,336	207	36,669	5,209	(*b*) 60,912	(*b*) Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
40,787	...	...	...	5,465	46,252	
1,33,422	16,040	1,596	...	12	1,51,070	
11,198	180	982	...	8,654	21,014	
7,153	1,282	622	...	1,177	10,234	
9,756	41,428	10,687	...	12,071	70,942	
7,435	566	1,517	...	473	9,991	
13,753	4,038	914	...	(*c*) 4,101	22,806	(*c*) Rs. 168 from Imperial Revenues.
28,224	30,920	10,418	...	(*d*) 89,928	1,59,490	(*d*) Rs. 88,750 from Imperial Revenues.
2,66,219	95,790	26,943	36,669	1,27,090	5,52,711	
7,12,787	5,27,879	3,15,412	3,84,287	4,92,490	24,32,855	

EDUCATION—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC				
	UNDER PUBLIC MANAGEMENT.				
	Managed by Government.				
	Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
School Education, General. — SECONDARY SCHOOLS.					
For Boys — High Schools	6,865	1,095	...	*14,177	22,137
For Boys — Middle Schools—English	...	...	...	...	...
For Girls — High Schools	4,992	274	...	* 5,115	10,381
For Girls — Middle Schools—English	...	...	...	...	...
Total ...	11,857	1,369	...	19,292	32,518
PRIMARY SCHOOLS.					
For Boys	...	...	...	...	...
For Girls	...	...	...	..	...
Total ...	...	...	...	...	...
Buildings	13,720	...	703	...	14,423
Furniture and Apparatus (Special Grants only)	...	...	...	684	* 384
Total ...	13,720	...	703	684	15,107
Scholarships held in Secondary Schools...	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total ...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	25,577	1,369	703	19,976	47,625

* Imperial

RAL TABLE IV. (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1889-90.

INSTITUTIONS.													
UNDER PRIVATE MANAGEMENT.									TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by Government or by Local Fund or Municipal Boards.					*Unaided.*								
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Fees.	All other sources.		
7	8	9	10	11	12	13	14	15	16	17	18	19	20
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
9,390	14,844	60	1,610	25,904	...	...	...	...	16,255	15,939	15,847	48,041	
5,634	4,713	3,228	1,386	14,961	2,835	2,514	925	6,274	5,634	7,548	8,053	21,235	
2,416	1,326	...	1,356	5,098	...	...	...	...	7,408	1,600	6,471	15,479	
19,181	12,534	3,084	2,004	36,803	3,204	...	446	3,650	19,181	15,738	5,534	40,453	
36,621	33,417	6,372	6,356	82,766	6,039	2,514	1,371	9,924	48,478	40,825	35,905	1,25,208	
1,138	1,472	1,860	1,404	5,874	...	306	...	306	1,138	1,472	3,570	6,180	
1,788	983	241	483	3,495	...	...	...	...	1,788	983	724	3,495	
2,926	2,455	2,101	1,887	9,369	...	306	...	306	2,926	2,455	4,294	9,675	
4,440	...	...	460	4,900	...	...	...	...	18,160	...	1,163	19,323	
...	...	...	5,111	5,111	...	...	...	...	...	...	5,795	5,795	
4,440	...	...	5,571	10,011	...	...	...	...	18,160	...	6,958	25,118	
...	...	...	...	...	...	...	...	...	1,249	...	100	1,349	
...	...	...	...	...	...	...	...	...	13,652	...	88,750	1,02,402	
...	...	...	...	...	...	...	...	...	14,901	...	88,850	1,03,751	
43,987	35,872	8,172	13,814	1,02,146	6,039	2,820	1,371	10,230	84,465	43,280	1,36,007	2,63,752	

Revenues.

EDUCATION GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC				
	UNDER PUBLIC				
	Managed by				
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.					
University Education. — English	46,821	...	...	6,086	...
University Education. — Oriental	...	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.					
University Education. — Medicine	56,513	...	...	1,336	...
Total	1,03,334	...	...	7,422	...
SECONDARY SCHOOLS.					
School Education, General. — For Boys — High Schools	1,992	...	1,200	4,496	120
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...
School Education, General. — For Girls — High Schools	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	...	...	...	...
Total	1,992	...	1,200	4,496	120
PRIMARY SCHOOLS.					
School Education, General. — For Boys	4,330	...	...	986	...
School Education, General. — For Girls	...	...	...	...	...
Total	4,330	...	...	986	...
SCHOOLS FOR SPECIAL INSTRUCTION.					
School Education, Special. — Training Schools for Masters	50,785	59	360	...	...
School Education, Special. — Schools of Art	14,759	6	12	45	...
School Education, Special. — Law Schools	...	...	...	...	...
School Education, Special. — Medical Schools	10,866	5	10	...	...
School Education, Special. — Industrial Schools	2,225	...	...	...	...
School Education, Special. — Other Schools	12,212	...	...	...	...
Total	90,847	70	382	45	...
Buildings	7,066	...	...	...	656
Furniture and Apparatus (Special Grants only)	11,366	...	218	...	134
Total	18,432	...	218	...	790
Scholarships held in — Arts Colleges	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...
Miscellaneous	...	...	...	...	...
Total	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	2,18,935	70	1,800	12,949	910

(a) Imperial
(b) Rs. 200 from

RAL. TABLE IV. (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1889-90.

INSTITUTIONS.

MANAGEMENT.

Government.		*Managed by Local Fund and Municipal Boards.*						
Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.
...	52,907	...	...	4,089	670	...	...	4,759
...	...	...	...	...	...	...	...	...
...	57,849	...	...	...	...	...	...	...
...	1,10,756	...	...	4,089	670	...	...	4,759
5,213	13,021	840	3,727	93,534	56,313	606	278	1,55,298
...	...	1,020	18,335	67,928	57,314	988	1,126	1,47,611
...	...	...	61,759	20,846	27,208	636	6	1,10,455
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	2,217	284	4,001	...	164	...	6,666
5,213	13,021	4,977	84,105	1,86,309	1,40,835	2,394	1,410	4,20,030
...	5,316	...	2,61,121	34,730	36,343	400	1,261	3,33,855
...	...	3,115	11,760	16,944	...	465	30	32,314
...	5,316	3,115	2,72,881	51,674	36,343	865	1,291	3,66,169
...	51,204	...	...	...	...	...	...	...
470	15,292	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
410	11,291	...	...	...	...	...	...	...
...	2,225	...	...	2,096	...	...	...	2,096
(a) 20,542	32,754	...	...	...	...	...	...	...
21,422	1,12,766	...	...	2,096	...	...	...	2,096
...	7,722	1,240	62,561	22,028	...	1,586	...	87,415
(b) 6,258	17,976	...	9,900	5,224	...	1,040	129	16,293
6,258	25,698	1,240	72,461	27,252	...	2,626	129	1,03,708
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
32,893	2,67,557	9,332	4,29,447	2,71,420	1,77,848	5,885	2,830	8,96,762

(a) Revenues.
(b) Imperial Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE	PUBLIC						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16.	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
University Education. — English	9,000	...	1,300	8,192	12,133	14,911	45,536
University Education. — Oriental	6,660	287	326	412	...	11,004	18,689
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	.	...	...	...	...	...	. ...
Total ...	15,660	287	1,626	8,604	12,133	25,915	64,225
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	51,498	375	7,505	74,363	9,831	34,848	1,77,920
School Education, General. — For Boys — Middle Schools — English ...	6,984	.	1,782	8,645	3,337	6,013	26,761
School Education, General. — For Boys — Middle Schools — Vernacular		...	...	.		...	...
School Education, General. — For Girls — High Schools	3,337	...	...	2,061	23	11,370	16,791
School Education, General. — For Girls — Middle Schools — English ...	1,136	...	...	..	...	4,404	5,540
School Education, General. — For Girls — Middle Schools — Vernacular	9,290	...	450	37	...	...	9,777
Total ..	72,245	375	9,737	85,106	12,691	56,635	2,36,789
PRIMARY SCHOOLS.							
School Education, General. — For Boys	5,166	180	1,261	5,429	2,282	10,795	25,113
School Education, General. — For Girls	9,104	1,171	2,058	8	5,268	12,919	30,528
Total ...	14,270	1,351	3,319	5,437	7,550	23,714	55,641
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	...	...	...	...	.	...	..
School Education, Special. — Schools of Art	...	...	...	...	...	.	...
School Education, Special. — Law Schools	1,348	58	113	2,229	...	2,708	6,456
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...
School Education, Special. — Other Schools	...	...	..	...	...	...	...
Total ...	1,348	58	113	2,229	...	2,708	6,456
Buildings	43,549	500	451	...	87,990	3,578	1,36,068
Furniture and Apparatus (Special Grants only)	1,665	1	3	...	2,041	2,358	6,068
Total	45,214	501	454	...	90,031	5,936	1,42,136
Scholarships held in — Arts Colleges	...	...	..	...	...	...	...
Scholarships held in — Professional Colleges	...	...	.	...	...	...	..
Scholarships held in — Secondary Schools	..	...	..	. .	...	...	..
Scholarships held in — Primary Schools	..	...	...	..	...	...	..
Scholarships held in — Special Schools other than Training Schools		...	.		...	...	..
Miscellaneous	...	..	...	...	...	...	...
Total . .	...	..	...	...	..	.	.
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	1,48,737	2,572	15,249	1,01,376	1.22,405	1,14,908	5,05,247

(a) Imperial
(b). Rs. 168 from

RAL TABLE IV (B)—*concluded.*

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1889-90.

INSTITUTIONS.										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
854	1,000	2,615	4,469	55,821	...	5,389	15,802	30,659	1,07,671	
...	...	...	...	6,660	287	326	412	11,004	18,689	
...	...	...	...	56,513	...	...	1,336	...	57,849	
854	1,000	2,615	4,469	1,18,994	287	5,715	17,550	41,663	1,84,209	
9,101	2,723	14,425	26,249	54,330	4,102	1,02,239	1,44,273	67,544	3,72,488	
1,626	809	10,874	13,309	8,904	18,335	69,710	67,585	23,147	1,87,681	
...	...	...	...	...	61,759	20,846	27,208	642	1,10,455	
...	...	...	...	3,337	..	...	2,061	11,393	16,791	
...	...	...	...	1,136	...	...	...	4,404	5,540	
...	385	240	625	11,507	284	4,451	37	789	17,068	
10,727	3,917	25,539	40,183	79,214	84,480	1,97,246	2,41,164	1,07,919	7,10,023	
584	559	893	2,036	9,496	2,61,301	35,991	43,342	16,190	3,66,320	
...	361	...	361	12,219	12,931	19,002	8	19,043	63,203	
584	920	893	2,397	21,715	2,74,232	54,993	43,350	35,233	4,29,523	
...	...	...	...	50,785	59	360	...	...	51,204	
...	...	...	...	14,759	6	12	45	470	15,292	
...	...	...	...	1,348	58	113	2,229	2,708	6,456	
...	...	...	...	10,866	5	10	...	410	11,291	
...	830	...	830	2,225	...	2,096	...	830	5,151	
...	...	...	...	12,212	...	...	...	(a) 20,542	32,754	
...	830	...	830	92,195	128	2,591	2,274	24,960	1,22,148	
...	...	...	...	51,855	63,061	22,479	...	93,810	2,31,205	
...	1,300	1,398	2,698	13,031	9,901	5,445	...	14,658	43,035	
...	1,300	1,398	2,698	64,886	72,962	27,924	...	1,08,468	2,74,240	
...	...	...	...	11,198	180	982	...	8,654	21,014	
...	...	...	...	7,153	1,282	622	...	1,177	10,234	
...	...	...	...	5,507	41,428	10,687	...	11,971	69,593	
...	...	...	...	7,435	566	1,517	...	473	9,991	
...	...	...	...	13,753	4,038	914	...	(b) 4,101	22,806	
...	...	...	...	14,572	30,920	10,418	...	1,178	57,088	
...	...	...	...	59,618	78,414	25,140	...	27,554	1,90,726	
12,165	7,967	30,445	50,577	4,36,622	5,10,503	3,13,609	3,04,838	3,45,797	19,10,869	

Revenues.
Imperial Revenues.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary School.—										
For Boys.	Government	English	4	1,040	82	...	82	207	...	207
	Local Fund	English	5	880	...	...	...	127	...	127
		Vernacular	68	9,040	...	...	...	2,132	...	2,132
	Municipal	English	63	14,615	613	...	613	3,595	...	3,595
		Vernacular	56	8,391	...	...	...	1,687	...	1,687
	Aided	English	39	8,632	654	...	654	2,254	3	2,257
		Vernacular	1	57	57	...	57	...	...	...
	Unaided	English	14	1,859	192	...	192	447	...	447
	Total		250	44,473	1,598	...	1,598	10,449	3	10,452
For Girls.	Government	English	2	286	...	13	13	...	80	80
	Local Fund	Vernacular	1	50	...	...	...	...	5	5
	Municipal	Vernacular	1	39	...	...	...	...	22	22
	Aided	English	16	844	...	12	12	...	182	182
		Vernacular	1	170	...	...	...	...	22	22
	Unaided	English	2	51	...	...	...	...	4	4
		Vernacular	1	36	...	...	...	...	4	4
	Total		24	1,476	...	25	25	...	319	319
Total Secondary Schools			274	45,949	1,598	25	1,623	10,449	322	10,771
Primary Schools.										
For Boys.	Government		4	349	...	...	...	..	...	...
	Local Fund		1,491	70,664	...	...	...	...	...	...
	Municipal		107	9,027	...	...	...	...	...	...
	Aided		68	4,249	...	...	...	...	...	...
	Unaided		7	474	...	...	...	...	...	...
	Total		1,677	84,763	...	...	...	...	...	...
For Girls.	Local Fund		73	2,073	...	...	...	...	...	...
	Municipal		103	3,241	...	...	...	...	...	...
	Aided		120	3,117	...	...	...	...	...	...
	Unaided		3	99	...	...	...	...	...	...
	Total		299	8,530	...	...	...	...	...	...
Total Primary Schools			1,976	93,293	...	...	...	...	...	...
GRAND TOTAL			2,250	139,242	1,598	25	1,623	10,449	322	10,771

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1889-90.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
294	...	294	457	...	457	...	...	...	1,040	...	1,040
291	...	291	421	...	421	...	...	...	839	...	839
1,610	...	1,610	4,931	...	4,931	367	...	367	9,040	...	9,040
4,620	...	4,620	5,443	...	5,443	344	...	344	14,615	...	14,615
1,549	...	1,549	4,783	...	4,783	372	...	372	8,391	...	8,391
2,207	4	2,211	3,398	11	3,409	101	...	101	8,614	18	8,632
...	...	...	...	...	...	...	...	...	57	...	57
512	...	512	708	...	708	...	...	...	1,859	...	1,859
11,083	4	11,087	20,142	11	20,152	1,184	...	1,184	44,455	18	44,473
...	63	63	...	130	130	...	...	...	...	286	286
...	6	6	...	39	39	...	...	...	...	50	50
...	17	17	...	...	...	...	...	...	...	39	39
1	245	246	42	362	404	...	...	...	43	801	844
...	44	44	...	96	96	...	8	8	...	170	170
1	18	19	13	15	28	...	...	...	14	37	51
...	7	7	...	13	13	...	12	12	...	36	36
2	400	402	55	655	710	...	20	20	57	1,419	1,476
11,085	404	11,489	20,196	666	20,862	1,184	20	1,204	44,512	1,437	45,949
78	...	78	271	...	271	...	...	...	349	...	349
11,548	...	11,548	57,951	...	57,951	1,165	...	1,165	70,664	...	70,664
512	...	512	7,188	...	7,188	1,327	...	1,327	9,027	...	9,027
363	3	366	3,568	37	3,605	278	...	278	4,209	40	4,249
85	...	85	389	...	389	...	...	...	474	...	474
12,586	3	12,589	69,367	37	69,404	2,770	...	2,770	84,723	40	84,763
...	108	108	...	1,874	1,874	...	91	91	...	2,073	2,073
...	158	158	...	3,060	3,060	...	23	23	...	3,241	3,241
...	137	137	15	2,849	2,864	...	116	116	15	3,102	3,117
...	...	...	...	99	99	...	...	...	...	99	99
...	403	403	15	7,882	7,897	...	230	230	15	8,515	8,530
12,586	406	12,992	69,382	7,919	77,301	2,770	230	3,000	84,738	8,555	93,293
23,671	810	24,481	89,578	8,585	98,163	3,954	250	4,204	129,250	9,992	139,242

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS OF THE OFFICIAL

CLASS OF SCHOOLS			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. *Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.*		
					1		
					Boys.	Girls.	Total.
Secondary Schools.							
For Boys ...	Government	English	2	339	30	...	30
	Aided	English	6	360	38	...	38
	Unaided	English	1	25	...	...	...
		Total	9	724	68	...	68
For Girls ...	Government	English	2	286	...	13	13
	Aided	English	11	535	...	2	2
	Unaided	English	2	51	...	...	...
		Total	15	872	...	15	15
Total Secondary Schools			24	596	68	15	83
Primary Schools							
For Boys ...	Aided		3	99	...	...	...
	Unaided		1	20	...	...	...
		Total	4	119	...	...	...
For Girls—Aided			3	80	...	...	...
		Total	3	80	...	...	...
Total Primary Schools			7	199	...	...	
GRAND TOTAL			31	1,795	68	15	83

RAL TABLE V A.

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1889-90.

Middle Stage.			Upper Primary Stage.			Lower Primary Stage.			Total.		
Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.			*Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*					
						Reading Printed Books.					
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total	Boys.	Girls.	Total.
78	...	78	97	...	97	134	...	134	339	...	339
103	3	106	99	4	103	102	11	113	342	18	360
3	...	3	11	...	11	11	...	11	25	...	25
184	3	187	207	4	211	247	11	258	706	18	724
...	80	80	...	63	63	...	130	130	...	286	286
...	136	136	1	154	155	42	200	242	43	492	535
...	4	4	1	18	19	13	15	28	14	37	51
...	220	220	2	235	237	55	345	400	57	815	872
184	223	407	209	239	448	302	356	658	763	833	1,596
...	...	...	17	3	20	42	37	79	59	40	99
...	...	...	9	...	9	11	...	11	20	...	20
...	...	...	26	3	29	53	37	90	79	40	119
...	...	...	...	21	21	15	44	59	15	65	80
	...	...	...	21	21	15	44	59	15	65	80
	...	...	26	24	50	68	81	149	94	105	199
184	223	407	235	263	498	370	437	807	857	938	1,795

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENE

CLASS OF SCHOOLS.			Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	2	701	52	...	52	129	...	129
	Local Fund	English	5	639	...	...	...	127	...	127
		Vernacular	68	9,040	...	...	...	2,132	...	2,132
	Municipal	English	63	14,615	613	...	613	3,595	...	3,595
		Vernacular	56	8,391	...	...	...	1,087	...	1,087
	Aided	English	33	8,272	616	...	616	2,151	...	2,151
		Vernacular	1	57	57	..	57	...	..	..
	Unaided	English	13	1,834	192	...	192	444	..	444
	Total		241	43,749	1,530	...	1,530	10,265	...	10,265
For Girls.	Local Fund	Vernacular	1	50	...	...	...	...	5	5
	Municipal	Vernacular	1	39	...	...	..	...	22	22
	Aided	English	5	309	...	10	10	...	46	46
		Vernacular	1	170	..	...	..	...	22	22
	Unaided	Vernacular	1	36	...	...	...	...	4	4
	Total		9	604	...	10	10	...	99	99
TOTAL SECONDARY SCHOOLS.			250	44,353	1,530	10	1,540	10,265	99	10,364
PRIMARY SCHOOLS.										
For Boys.	Government		4	349	...	...	...			
	Local Fund		1,491	70,664	..	...	...	...	...	...
	Municipal		107	9,027	...	...	...	...	...	...
	Aided		65	4,150	...	...	...	...	...	...
	Unaided		6	454	...	...	..	...	...	...
	Total		1,673	84,644	...	..	...	...	...	..
For Girls.	Local Fund		73	2,073	...	...	...	...	...	...
	Municipal		103	3,241	...	...	...	...	...	..
	Aided		117	3,037	...	...	...	...	...	...
	Unaided		3	99	...	...	...	...	...	..
	Total		296	8,450	...	...	...	...	...	..
TOTAL PRIMARY SCHOOLS			1,969	93,094	..	...	...	...		
GRAND TOTAL			2,219	137,447	1,530	10	1,540	10,265	99	10,364

RAL TABLE V. (B).

RAL EDUCATION IN THE PUNJAB (FOR NATIVES) AT THE END OF THE OFFICIAL YEAR 1889-90.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
197	...	197	323	...	323	..	...	...	701	...	701
291	...	291	421	...	421	...	...	...	839	...	839
1,610	...	1,610	4,931	...	4,931	367	...	367	9,040	...	9,040
4,620	...	4,620	5,443	...	5,443	344	...	344	14,615	...	14,615
1,549	...	1,549	4,783	...	4,783	372	...	372	8,391	...	8,391
2,108	...	2,108	3,296	...	3,296	101	...	101	8,272	...	8,272
...	...	...	...	...	...	...	...	...	57	...	57
501	...	501	697	...	697	...	...	...	1,834	...	1,834
10,876	...	10,876	19,894	...	19,894	1,184	...	1,184	43,749	...	43,749
...	6	6	...	39	39	...	...	...	...	50	50
...	17	17	...	..	...	...	...	...	...	39	39
...	91	91	...	162	162	...	...	...	...	309	309
...	44	44	...	96	96	...	8	8	...	170	170
...	7	7	...	13	13	...	12	12	...	36	36
...	165	165	...	310	310	...	20	20	...	604	604
10,876	165	11,041	19,894	310	20,204	1,184	20	1,204	43,749	604	44,353
78	...	78	271	...	271	...	...	...	349	...	349
11,548	...	11,548	57,951	...	57,951	1,165	...	1,165	70,664	...	70,664
512	...	512	7,188	...	7,188	1,327	...	1,327	9,027	...	9,027
346	...	346	3,526	...	3,526	278	...	278	4,150	...	4,150
76	...	76	378	...	378	...	...	...	454	...	454
12,560	...	12,560	69,314	...	69,314	2,770	...	2,770	84,644	...	84,644
...	108	108	...	1,874	1,874	...	91	91	...	2,073	2,073
...	158	158	...	3,060	3,060	...	23	23	..	3,241	3,241
...	116	116	...	2,805	2,805	...	116	116	...	3,037	3,037
...	...	...	...	99	99	...	...	...	...	99	99
...	382	382	...	7,838	7,838	...	230	230	...	8,450	8,450
12,560	382	12,942	69,314	7,838	77,152	2,770	230	3,000	84,644	8,450	93,094
23,436	547	23,983	89,208	8,148	97,356	3,954	250	4,204	128,393	9,054	137,447

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1889-90.

NATURE OF EXAMINATION.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians	Native Christians.	Hindús.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ARTS COLLEGES.																			
1. Master of Arts	1	1	...	2	3	3	...	3	9	..	1	...	..	1	...	...	1	...	...
2. Bachelor of Arts	1	2	...	3	37	21	...	13	71	20	11	...	3	34	...	1	20	13	...
3. First Arts	2	3	1	6	41	81	15	25	162	30	63	11	18	122	2	1	85	33	1
ORIENTAL COLLEGES.																			
1. Master of Oriental Learning	..	1	...	1	...	1	...	...	1	...	1	..	...	1	...	...	...	1	...
2. Bachelor of Oriental Learning	...	1	...	1	...	4	...	3	7	..	3	...	1	4	...	...	...	4	...
3. Honours in Sanskrit	...	1	...	1	...	3	...	1	4	...	2	...	...	2	...	...	2	...	...
3. „ Arabic	...	1	...	1	...	3	...	...	3	...	3	...	...	3	...	...	...	3	...
3. „ Persian	...	2	...	2	...	5	...	3	8	...	5	3	...	8	...	...	...	8	...
4. High Proficiency in Sanskrit	1	1	...	2	1	5	...	..	6	...	2	...	..	2	...	...	2	...	...
4. „ Arabic	...	1	...	1	...	7	...	...	7	...	6	...	..	6	...	...	...	6	...
4. „ Persian	...	1	...	1	...	3	...	2	5	...	2	...	2	4	...	...	...	4	...
5. Proficiency in Sanskrit	2	2	2	6	3	9	7	8	27	...	4	1	2	7	...	..	7	...	..
5. „ Arabic	...	1	...	1	...	4	...	1	5	...	3	...	1	4	...	...	...	4	...
5. „ Persian	...	1	1	2	...	3	1	5	9	...	1	1	3	5	...	...	1	4	...

Colleges for Professional Training.																					
Medicine.																					
1. L. M. S.		1	...	...	1	10	...	...	...	10	4	...	...	...	4	...	2	1	1	...	
2. First L. M. S.		1		...	1	18	...	...	...	18	9	...	...	...	9	...	1	6	2	...	
Schools for General Education.																					
Matriculation ...	Boys ...	18	20	5	43	402	376	103	155	1,036	206	173	52	42	473	12	10	341	109	1	
	Girls ...	...	3	...	3	...	13	...	...	13	...	7	...	...	7	1	6	...	...	...	
Middle School Examination ...	Boys ...	193	44	17	254	2,449	861	242	636	4,188	1,733	591	142	225	2,691	28	19	1,951	693	...	
	Girls ...	1	2	1	4	15	35	8	...	58	8	21	2	...	31	20	3	3	5	...	
Upper Primary Examination ...	Boys ...	1,360	59	8	1,427	8,802	1,221	64	34	10,121	6,486	862	38	20	7,406	73	38	4,773	2,503	19	
	Girls ...	44	56	1	101	169	168	2	...	339	116	102	2	...	220	71	25	63	59	2	
Lower Primary Examination ...	Boys ...	1,617	77	6	1,700	13,874	1,358	93	4	15,329	10,389	977	47	...	11,413	70	48	6,952	4,324	19	
	Girls ...	114	72	1	187	497	233	3	...	733	295	142	1	...	438	65	24	199	149	1	
Schools for Special Instruction.																					
1. Training School Examination for Masters.	Upper ...	1	...	...	1	47	...	...	10	57	29	...	...	4	33	...	...	25	8	...	
	Lower ...	5	...	...	5	250	...	...	22	272	122	...	...	2	124	...	1	82	41	...	
2. Medical Examination		1	...	...	1	36	...	...	...	36	30	...	...	...	30	...	1	14	15	...	
3. Examination in Engineering and Surveying ...		1	...	...	1	1	...	...	...	1	1	...	...	...	1	...	...	1	...	...	
4. Industrial School Examination		1	...	...	1	27	...	...	...	27	10	...	...	...	10	...	...	1	9	...	
5. Veterinary Examination		1	...	...	1	45	...	...	...	45	38	...	...	...	38	...	...	13	25	...	

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

	Objects of Expenditure.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.													
		In Institutions managed by Local Fund Boards.										In Institutions managed by			Total Local Fund Expenditure on Public Instruction.
		Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Arts Colleges.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	287	287
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	287	287
School Education, General.	Secondary Schools.															
	For Boys—															
	High Schools	...	...	...	...	...	...	...	...	...	...	...	...	3,727	375	4,102
	Middle Schools { English ...	5	839	942	740	...	4,638	202	4,392	114	180	9,526	...	13,697	...	18,335
	Middle Schools { Vernacular	68	9,040	8,871	7,500	...	43,737	403	13,706	555	...	58,401	...	18,022	...	61,759
	For Girls—															
	Middle Schools—Vernacular	1	50	48	42	79	284	...	...	...	...	363	...	...	...	284
	Total ...	74	9,929	9,861	8,282	79	48,659	605	18,098	669	180	68,290	...	35,446	375	84,480
	Primary Schools.															
	For Boys	1,491	70,664	67,333	55,240	...	2,56,544	48	24,493	326	1,141	2,82,552	...	4,577	180	2,61,301
	For Girls	73	2,073	1,953	1,548	776	9,685	120	...	17	30	10,628	...	2,075	1,171	12,931
	Total ...	1,564	72,737	69,286	56,788	776	2,66,229	168	24,493	343	1,171	2,93,180	...	6,652	1,351	2,74,232
	Schools for Special Instruction.															
School Education, Special.	Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	59	...	...	59
	Schools of Art	...	...	...	...	...	...	...	...	...	...	...	6	...	...	6
	Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	58	58
	Medical Schools	...	...	...	...	...	...	...	...	...	...	...	5	...	...	5
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...	...	70	...	58	128
	Buildings	...	...	...	...	1,240	47,880	...	...	1,586	...	50,706	...	14,681	500	63,061
	Furniture and Apparatus (Special Grants only)	...	...	...	...	...	9,299	17	...	349	56	9,721	...	601	1	9,901
	Total ...	...	...	...	...	1,240	57,179	17	...	1,935	56	60,427	...	15,282	501	72,962
	Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16,040
Scholarships in	...ts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	180
	Professional Colleges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,282
	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41,428
	Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	566
	Special Schools other than Training Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,038
	Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	32,256
	Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	95,790
	Grand Total ...	1,638	82,666	79,147	65,070	2,095	3,72,067	790	42,591	2,947	1,407	4,21,897	70	57,380	2,572	5,27,879